



**CORRESPONDENCE COURSE**

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**SUBJECT – ENGLISH**

**UNIT – I**

Topic :

**Grammatical Items**

- 1.1 Parts of speech
- 1.2 Using Articles
- 1.3 Using Prepositions
- 1.4 Modals and their Usage can, may, might, must  
would.
- 1.5 Using Punctuation.

# **GRAMMATICAL ITEMS**

## **THE PARTS OF SPEECH**

There are thousands of words in any language. But different words perform different functions. All the words do not have the same job to perform. For example, some words express "action". Other words express a "thing". Some words tell just "names." Other words "join" one word to another. These may be called the "building blocks" of the language. They may be likened to the parts of a house - there is a hall, a study room, some bedrooms, a kitchen, a pantry and the like. Thus each part of the house has its own work to do. In the like manner when we want to build a sentence, we use many different types of words to convey our meaning. Each type of word has its own job to perform in a sentence. Thus, we can say that parts of speech is a traditional classification of words according to their functions in context, as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. These are traditional parts of speech (also called word classes) that have been in use for English since the 16th century. In a word, parts of speech are basic classes of words in given language to which any word can be assigned based on meaning, form, or function in a sentence.

But classification of words into water-tight parts of speech is rather impossible. Many words in English can have more than one function, or it can act as more than one part of speech. For example, "work" can be a verb and a

noun; "but" can be a conjunction and a preposition; "well" can be an adjective, an adverb and an interjection. In addition, many nouns can act as adjectives. To analyze the part of speech, ask yourself: "What job is this word doing in this sentence?"

Below you can see a few examples. Of course, there are more, even for some of the words given here. In fact, if you look in a good dictionary you will find that even the word like "**but**" has six jobs to do:

**Work:** (Verb) He **works** in an office.

(Noun) It is difficult to find **work** these days.

**But:** (Conjunction) I had asked everyone but only **two** people came. (Preposition) The problem is anything **but** easy.

(Adverb) There were many people present there. Ram and Rahim to name but two.

**Buy:** (Verb) I **buy** bottled water occasionally. (Noun) It is a good **buy**.

**Fast :** (Adjective) Make the shutters **fast**.

(Adverb) They live **fast** by the river.

Thus, we can say

**"A part of speech does not define a word exhaustively;  
it merely describes its current function."**

The following are the parts of Speech in English:

## **1. NOUNS**

Noun is the name of any of a class of words naming or denoting a person, thing, place, action, quality, etc.

Examples: *woman, water, New Delhi, talking, beauty*

**Proper Nouns:** Proper Nouns always begin with a Capital letter. They name a particular person, place or thing. Examples: Karan, Khushi, Hindu, Bhopal,

Note: Always write the days of the week and months of the year with a Capital Letter: Monday, May,

**Countable Nouns:** Countable nouns can occur in both single and plural forms. For example: boy - boys; table - tables.

**Uncountable Nouns:** On the other hand, some nouns are not countable and are called uncountable nouns or mass nouns. In this category we may include

(a) **Collective Nouns:** Army, audience, board, cabinet, class, committee, company, corporation, council, department, faculty, family, firm, group, jury, majority, minority, navy, public, school, senate, society, team, troupe.

Examples:

**Army** is marching.

The **audience** was spellbound.

(b) **Material Nouns:** They may be placed in groups as follows:-

(1) The products spoken of in bulk: *tea, sugar, rice, wheat, etc.*

(2) Geological bodies: *mud, sand, granite, rock, stone, iron, etc.*

(3) Natural phenomena: *rain, dew, cloud, frost, mist, etc*

(4) Various manufactures: *cloth* (and the different kinds of cloth) Potash, *soap*, *rubber*, *paint*, *celluloid*, etc.

Examples:

*Gold* is a precious metal.

There are many small **stones** in the rice.

**Rain** is necessary for water.

(c) **Abstract Nouns:** Ability, anger, anxiety, belief, calm, childhood, comfort, courage, crime, death, deceit, defeat, delight, democracy, disbelief, ego, energy, envy, evil, faith, fear, freedom, friendship, generosity, goodness, grief, happiness, hate, honesty, hope, jealousy, joy, kindness, liberty, loss, love, luck, luxury, memory, mercy, need, opinion, pain, pleasure, poverty, power, pride, reality, skill, slavery, sleep, sorrow, stupidity, success, sympathy, talent, uncertainty, weakness. Examples:

*They **hate** us for our **freedom**.*

*All you need is **love**.*

*We must fight against the **rumour**.*

### **Noun: Number - Singular and Plural**

A noun is said to be in Singular number if it tells about one person or thing. For example: boy, teacher, property.

A Noun is said to be in Plural Number if it tells about two or more persons or things. For example: boys, teachers, properties.

The noun is always singular if it is countable and its plural is formed by adding `s' or `es' to the main word.

## **Noun: Gender**

There are following four genders in English

1. **Masculine:** The nouns that denote male sex.

Examples: boy, horse, bull

2. **Feminine:** The nouns that denote female sex.

Examples: girl, mare, cow

3. **Common:** The nouns that denote both males and females. Examples: teacher, student, servant,

4. **Neuter Gender:** The nouns that denote lifeless things..

Examples: school, room, fruit

## **Nouns: Functions and Relations**

1. Subject to a verb:

**Karan** is a healthy boy.

The English **teacher** is not in the school today.

2. Object to a verb:

I purchased a **pen**.

He gave me a **book**.

3. Object to a Preposition:

The book is lying under the **chair**.

They went to a **lake**.

4. Complement to a

linking verb He

became an

**engineer**. She

looks an innocent

girl.

5. Possessive Function

**Karan's** books are

lying about. I went to  
my **aunt's** house.

### **Exercises**

1. Give plurals of the following nouns:

Analysis, monkey, pony, library, march, crime,  
pleasure, loaf, roof, belief, handkerchief, thief, bus,  
criterion, commander-in-chief

2. Give the opposite gender of the following:

Bachelor, horse, nephew, uncle, wizard, bride, actor,  
emperor, lad, tiger, widower,

3. Put the following into plural

- a. The boy's books.
- b. The child's toys
- c. The country's exports.
- d. A woman's place
- e. The team's results.

4. Form abstract nouns from the following words:

Wise, deep, adjust, capable, eager.

5. In each of the following groups find the odd word out:

- a. Convoy, fleet, crew, men, army
- b. Joy, sorrow, tears, regret, despair
- c. Ram, Rahim, Ganga, dip, Bhopal

### **2. PRONOUNS**

Pronoun is a word that is used in place of a noun.  
For example, instead of saying "Karan is playing" we  
can say, "He is playing." The following are the major  
forms of pronouns:

#### **Personal Pronouns**

Number	Pers	Gender	Subject Form	Object form
Singular	1st	Masculine/Fe	I	me
	2nd	Masculine/fe	You	You
	3rd	masculine	he	him
		Female	she	her
		Neuter	it	it
Plural	1st	Masculine/ feminine	we	us
	2nd	Masculine/ Feminine	you	you
	3rd	Masculine/Fe	they	them

When we are talking about a single thing, we almost always use it. However, there are a few exceptions. We may sometimes refer to an animal as **he/him** or **she/her**, especially if the animal is domesticated or a pet. Ships (and some other vessels or vehicles) as well as some countries are often treated as female and referred to as **she/her**. Here are some examples:

- This is our dog Rustam. **He's** an Alsation.
- The Titanic was a great ship but **she** sank during her first voyage.
- My first car was a Maruti 800 and I treated **her** like my wife.
- India has now opened **her** border with Burma.

For a single person, sometimes we don't know whether to



use **he** or **she**. There are several solutions to this:

- If a teacher needs help, **he or she** should see the principal.
- If a teacher needs help, **he** should see the principal.

We often use **it** to introduce a remark:

- **It** is nice to have a holiday sometimes.
- **It** is important to dress well.
- **It's** difficult to find a job.
- Is it normal to see them together?
- **It** didn't take long to walk here.

We also often use it to talk about the weather, temperature, time and distance:

- **It's** raining.
- **It** will probably be cold tomorrow.
- Is it nine o'clock yet?
- **It's** 50 kilometers from here to Mandideep.

#### **a. Possessive Pronouns**

Distinction must be made between Possessive Pronouns and Possessive adjectives (or Determiners)

Pronoun	Possessive Pronoun	Possessive adjective
I	Mine	My
We	ours	our
you	yours	your
He	him	his
She	hers	her
It	its	it
They	theirs	their

Examples:

This book is mine. (Possessive Pronoun)

This is my book. (Possessive adjective)

This house is ours. (Possessive Pronoun)

This is our house. (Possessive adjective)

### **b. Demonstrative Pronouns**

The following are the demonstrative Pronouns:

Singular	Plural
----------	--------

This	these
------	-------

That	those
------	-------

Examples:

**This** is my book.

That is not my  
book. These are  
your books.

Those are your  
books.

### **c. Interrogative Pronouns**

There are four main interrogative pronouns: **who**, **whom**, **what**, **which** Note that **whose** can also be an interrogative pronoun (an interrogative possessive pronoun).

Examples:

Who is there?

What do you want?

### **d. Reflexive Pronouns**

We use the reflexive pronouns to indicate that the person who realizes the action of the verb is the same person who

receives the action. The following are the forms:

a. Singular

Subject form	Reflexive form
I	Myself
You	yourself
He	himself
She	herself
It	itself

b. Plural

We	ourselves
You	yourselves
They	themselves

For example:

I cut my **myself** while shaving.) The **queen** gave the prizes **herself**.

**Exercises**

I. Fill in the blanks with appropriate forms of personal pronouns:

1. ... study for two hours everyday.
2. The students are going on tour with ... teachers.
3. ... have a dog.... call it Rustam. (many possible answers)
4. ... brush our teeth daily.

II. Put the correct pronoun in the blank spaces (The choices are given):

1. . . . decorate our house every Diwali. (I, we)
2. Uncle Saxena took Karan and ... to the market. (I,

me)

3. You and . . . make a good pair. (he, him)

4. . . . Indians have much to be proud of. (we, us)

5 . . . . has a ring that ... likes very much. (She, her)

III. Use the missing interrogative pronouns

1. ... has the key of the car?

2. ... comes there?

3. This book is mine. Which is ... ?

4. ... do they prefer: vegetarian or non-vegetarian food?

5. ... do they sell?

IV. Use the correct reflexive pronouns in the following sentences:

1. We gave . . . ourselves another chance to clear the examination.

2. I shall see him ... .

3. The boat righted ... .

4. The children are amusing ... .

### 3. ADJECTIVES

Adjectives describe or give information about nouns or pronouns.

For example:

The **white** dog barked. (The adjective '*white*' describes the noun "dog")

Remember that the form of an adjective does not change. It does not matter if the noun being modified is male or female, singular or plural, subject or object.

#### **Types of adjectives:**

- Numeric: six, one hundred and one
- Quantitative: more, all, some, half, more than enough
- Qualitative: colour, size, smell etc.
- Possessive: my, his, their, your
- Interrogative: which, whose, what
- Demonstrative: this, that, those, these

### **Comparison of adjectives**

There are three degrees of comparison:

- 1) Positive: long short tall
- 2) Comparative: longer shorter taller
- 3) Superlative: longest shortest tallest

Normally -er and -est are added to the positive degree adjectives to make them comparative and superlative. But there are some irregular adjectives:

<b>Positive</b>	<b>comparative</b>	<b>superlative</b>
Good	better	best
Bad	worse	worst
Much	more	most
Many	more	most (countable)
Little	less	least
small	smaller	smallest

### **Exercises**

Use the correct form of adjectives in the following sentences

1 . My house is ... than yours.

(big)

2. This flower is ... than that one (beautiful).

3. This is the . . . book I have ever read. (interesting)

4. Non-smokers usually live ... than smokers. (long)
5. Which is the ... animal in the world? (dangerous)
6. A holiday by the sea is ... than a holiday in the mountains. (good)
7. In many countries a coke is . . . than water. (expensive).
8. Who is the . . . man on earth? (rich)
9. The weather this summer is even . . . than last summer. (bad)
10. He was the ... man of all. (clever)

#### 4. VERBS

Verb is a word that is used to state something about a person or thing. Examples:

He is a teacher.

The door **is broken**.

The girls **were singing** a song.

Verbs are Transitive and Intransitive

Verbs which take an object are usually called **transitive** verbs. Verbs which do not take an object are usually called **intransitive** verbs.

The boy **broke** the window. (transitive verb)

Birds fly..

Note that transitive verbs always take objects. You will always be able to ask a question beginning with 'What' or 'Whom'. Intransitive verbs do not take direct objects. You can recognize that a verb is intransitive because it does not have a passive form.

Many English verbs can be used either intransitively or transitively. For instance, in the sentence **Most birds can fly**, the verb **to fly** is intransitive, since it is used without an object. But in the sentence **The pilot will now fly the plane**, the verb **to fly** is transitive, since it takes the object **plane**. -

However, some English verbs can be used only intransitively. A few pairs of verbs should be noted. The two verbs of each pair have similar meanings, but one of the verbs can take an object, and the other cannot. In the following table, the verbs labeled **intransitive** are those which cannot take an object.

	<b>Infinitive</b>	<b>Simple Past</b>	<b>Past</b>
Transitive:	to lay	laid	laid
Intransitive:	to lie	lay	lain
Transitive:	to raise	raised	raised
Intransitive:	to rise	rose	risen
Transitive:	to set	set	set
Intransitive:	to sit	sat	sat

### **Exercise**

Tell which verb is transitive and which intransitive:

1. The dog sleeps peacefully.
2. The book lies on the table.
3. Please tell the truth.
4. The bird sings.
5. The boys play.
6. My new scooter does not give good mileage.

7. Put away all your books.
8. An old man called on me.
9. The fire is burning brightly.
10. It is raining hard.

## **5. ADVERBS**

Adverbs are words that modify verbs. They tell 'How' something is done.

Examples:

She sings beautifully.

He runs fast.

Adverbs are often formed by adding -ly to an adjective

Examples:

beautiful - beautifully,

careful - carefully

However, some adjectives don't change in the adverb form.

The most important of these are:

fast - fast,

hard - hard

Good is probably the most important exception. The adverb form of 'good' is 'well'.

Do not say, He plays tennis good.

Adverbs can also modify an adjective. In this case, the adverb is placed before the adjective.

Examples:

She is extremely happy.

They are absolutely sure.

But do not use 'very' with adjectives that express an increased quality of a basic adjective Examples: good -



fantastic

Do not say: She is a very beautiful woman.

Adverbs of frequency (always, never, sometimes, often, etc.) usually come before the main verb

Examples:

He is often late for class.

Do you always eat in a restaurant?

They don't usually travel on Sundays.

Adverbs of frequency expressing infrequency are not usually used in the negative or question form.

Do not say:

Does she rarely eat fish?

They don't seldom go to the cinema.

Adverbs of frequency are often placed at the beginning of a sentence.

Example:

Sometimes, he likes to go to museums.

Adverbs of frequency follow - come after - the verb 'to be'.

Example:

He is sometimes late for work.

### **Kinds of Adverbs:**

1. Adverbs of time: soon, already, since, immediately
2. Adverbs of Place: here, there, in, out, far, near
3. Adverbs of number: once, twice, always, never, seldom
4. Adverbs of degree: very, much, too, wholly, partly
5. Adverbs of manner: badly, slowly, well, ill, sincerely
6. Interrogative adverbs: When, what, where, why

7. Relative Adverbs: These are the same in form as the Interrogative adverbs but instead of asking question they combine two sentences together.

### **Exercise**

Fill in the blanks choosing the appropriate word from the alternatives given:

1. Telegrams reach us more ... than ordinary letters. (quick, quickly)
2. It is ... good to be true. (too, very)
3. Karan works ... than Khushi. (hard, harder)
4. A car travels . . . than a scooter. (fast, faster)
5. Karan lives a . . . stressful life. (quite, very)
6. The concert was . . . wonderful. (extremely, absolutely)
7. The tea is . . . hot to drink. (too, very)
8. I want rest; I am . . . tired. (very, much)
9. Karan is a . . . skilled computer technician. Highly, completely)
10. He seldom or . . . comes late. (ever, never)

### **6. PREPOSITIONS**

Prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence. Most often they come before a noun. They never change their form, regardless of the case, gender etc. of the word they are referring to. Here is given use of some important Prepositions:

#### **One point in time**

**On** is used with days:

We will visit you on

Sunday. The week  
begins on Monday.

At is used with noon, night, midnight, and with the time of  
day:

My train leaves at noon.

The bus to Indore leaves at 6 p.m.

In is used with other parts of the day, with months, with  
years, with seasons:

Shee likes to read inn the afternoon.

The days are hot in June.

The book was published in 2009.

Flowers bloom in spring.

### **Extended time**

To express extended time, English uses the following  
prepositions: **since, for, by, From-to, from-until,**  
**during,(with)in**

He has been gone since yesterday. (He left  
yesterday and has not returned.) They are going to  
Indore for two days.. (They will spend two days  
there.)

The decorations were up from spring until Holi.  
(Beginning in spring and ending on Holi.)

I watch TV during the evening. (For some period of time in  
the evening.)

We must finish the project within a year. (No longer than a  
year) **Place**

To express notions of place, English uses the following  
prepositions:

To talk about the point itself: **in**, to express something contained: **inside**, to talk about the surface: **on**, to talk about a general vicinity, **at**. There is a wasp cockroach in the kitchen.

Put the present inside the box. I left the car keys on the table. She was waiting at the corner.

### **Higher than a point**

To express notions of an object being higher than a point, English uses the following prepositions: **over, above**.

He threw the bail over the roof.

Hang that picture above the cupboard.

### **Lower than a point**

To express notions of an object being lower than a point, English uses the following prepositions: **under, underneath, beneath, below**.

The child hid underneath the blanket.

The valley is below sea-level.

### **Close to a point**

To express notions of an object being close to a point, English uses the following prepositions: **near, by, next to, between, among, opposite**.

They live near the hospital.

There is an ice cream shop by the grocery store. A peepal tree grows next to my house

The house is between Ring Road and Parliament Street. I found my pen lying among the books.

The bathroom is opposite that room.

### **Exercise**

Put proper Prepositions in the vacant spaces provided:

- 1 . He went ... Indore yesterday.
2. We are going . . . holiday next month.
3. Hard work is necessary . . . success in life.
4. The soil of Malwa is favourable . . . growing cotton.
5. Who is the person . . . this picture?
6. A scholar is usually ignorant . . . everything.
7. His income is not sufficient . . . for his wants.
8. Only graduates can apply ... the post.
9. He has been ignorant . . . everything.
10. He has no special liking . . . English.

### **7. CONJUNCTIONS**

A conjunction is a word that "joins". A conjunction joins two parts of a sentence. There are two types of conjunctions:

**Coordinating Conjunctions:** and, but, or, nor, for, yet, so

**Subordinating Conjunctions:** although, because, since, unless

Conjunctions have three basic forms:

1. Single Word: for example: and, but, because, although
2. Compound (often ending with as or *that*): provided that, as long as, in order that

3. Correlative (surrounding an adverb or adjective)::  
so...that

Conjunctions have two main functions:

1. Coordinating conjunctions are used to join two parts of a sentence that are grammatically equal. The two parts may be single words or clauses, for example: Jack and Jill went up the hill.

The water was warm, but I didn't go swimming.

2. Subordinating conjunctions are used to join a subordinate dependent clause to a main clause, for example:

I went swimming although it was cold.

### **Position**

Coordinating conjunctions always come between the words or clauses that they join. Subordinating conjunctions usually come at the beginning of the subordinate clause.

### **Exercise**

Supply suitable conjunctions:

- 1 . The Principal spoke to him kindly ... firmly.
2. Karan is fifteen . . . sixteen years old.
3. I cannot leave ... the job is finished.
4. ... he is young, he is an experienced worker.  
I
5. Do it, . . . as soon as possible.

## **8. INTERJECTION**

An Interjection is an exclamatory word written into a

sentence to express an emotion. They should be used sparingly and isolated through punctuation. Usually an exclamation mark is put after the Interjection. Some well known Interjections are:

Or!, Ah!, well!, O. K.! Ha!, Pooh!.

Examples:

Oh! you have so changed.

Okay! So I am lazy.

Some grammar books categorize English into 10 parts of speech. The following two have been taken as the 9th and 10<sup>th</sup> parts of speech:

**Modals:** Instead of being categorized under verbs that are treated separately. For example: have, must

**Determiners,** instead of being categorized under Adjectives they are treated separately. For example, an, my Some.

## USING ARTICLES

A article is an adjective. Like adjectives, articles modify nouns. English has two articles: a/an and The. A/an is used to modify non-specific or non-particular nouns. `The' is used to refer to specific or particular nouns. `A' and `an' are called Indefinite articles while The is known as the Definite article.

### The Use of A and An

`A' and `an' modify a noun that is indefinite, referring to any number of the group. For example, when we say `Let me read a book', I suggest that I intend t read any book. But when I say `Let me read the book' I refer to a particular book.

Remember that a and an are not synonymous and interchangeable. Only one of these could be used where an indefinite article is necessary. Here are some rules that govern their use:

A + singular noun beginning with a consonant: *a boy; a car; a scooter; a zoo, a dog*

An + singular noun beginning with a vowel: *an elephant; an egg; an apple; an inkpot; an orphan*

a+ singular noun beginning with a consonant sound: *a user* (sounds like 'yoo-zer,' i.e. begins with a consonant 'y' sound, so 'a' is used); *a university; a unicorn*

an + nouns starting with silent "h": *an hour*

a + nouns starting with a pronounced "h": *a horse , a house*



In some cases where "h" is pronounced, such as "historical," you can use an. However, `a' is more commonly used and preferred.

Any number of adjectives can be used before a countable noun but `a' or `an' must come first. For example:

A boy.

A good boy.

A good and honest boy.

A good, honest and hardworking boy.

but

An honest boy.

If the noun is modified by an adjective, the choice between a and an depends on the initial sound of the adjective that immediately follows the article:

A broken egg

an unusual problem

a European country (sounds like 'yer-o-pi-an,' i.e. begins with consonant 'y' sound)

Remember, too, that in English, the indefinite articles are used to indicate membership in a group:

I am a teacher. (I am a member of a large group known as teachers.)  
Vikas is an Indian. (Vikas is a member of the people known as Indian.)  
Karan is a practicing Hindu. (Karan is a member of the group of people known as Hindus.)

## **The Use of `The'**

The use of `the' poses special difficulties for Indian students. It can be used both with countable and uncountable nouns, both in the singular and plural forms, and in some special cases even with Proper Nouns.

### **Do not use `the' before:**

names of most countries/territories: *Italy, Mexico, Bolivia;*

however, *the Netherlands, the Dominican Republic, the Philippines, the United States*

names of cities, towns, or states: *Seoul, Manitoba, Mumbai*

names of streets: *Mahatma Gandhi Road, Main Street.*

names of lakes and bays: *Lake Titicaca, Lake Erie* except with a group of lakes like *the Great Lakes*

names of mountains: *Mount Everest, Mount Fuji* except with ranges of mountains like *the Andes* or *the Rockies* or *the Himalayas* unusual names like *the Matterhorn* names of continents (Asia, Europe)

names of islands (Easter Island, Maui, Key West) except with island chains like the Aleutians, the Hebrides, or the Canary Islands

### **Do use the before:**

names of rivers, oceans and seas: *The Ganga, the Pacific*

points on the globe: *the Equator, the Tropic of Cancer, the North Pole*

geographical areas: **the** *Middle East, the West*

deserts, forests, gulfs, and peninsulas: *the Sahara, the*

*Persian Gulf the Black Forest, the Indian Peninsula*

Before nouns made specific by the following phrase or clause: *the books they would need. for their examination.*

Before nouns which denote unique things - things of which there is only one: *the Sun, the Moon, the east*

Before superlatives: the most significant point, the deepest point of the lake.

### **Omission of Articles**

Some common types of nouns that don't take an article are:

Names of languages and nationalities: *Chinese, English, Spanish. Russian* (unless you are referring to the population of the nation: "**The** Spanish are known for their warm hospitality.")

Names of sports: *volleyball, hockey, baseball*

Names of academic subjects: *mathematics, biology, history, computer science*

### **Exercises**

I. Add 'a' or 'an' where necessary:

1. Milk comes from cow.
2. Bread is made of flour and flour is made of wheat.
3. Windows are made of glass.
4. Chair is made of wood.
5. Ring is made of silver or gold.
6. He boarded running train.
7. He was wearing three-piece suit.
8. Child must have food.
9. One can write letter in ink or with pencil.

10. Table has four legs.
11. Give me pen to write letter.
12. Good student is never late for class.
13. Do you take sugar in tea?
14. like music very much.
15. Fruit is good for health.

II. Add the where necessary:

1. I love music. But music played here is too loud.
2. I like sandwiches. Sandwiches that had today were rotten.
3. Dinner we had today was not properly cooked.
4. Gold mined in India is not as good as mined 1 South Africa.
5. Poverty of Bundelkhand is causing great trouble to Government.

III. Add a/n or the where necessary:

1. My son is ..... architech. He works in ..... U.S.A.
2. There is ..... fly in ..... lemonade.
3. He makes ..... toys in ..... evening.
4. I should love to have ..... house in ..... country.
5. .... donkeys are considered as ..... stupid.
6. .... honesty is..... best of all ..... vritues.
7. .... book on ..... table is ..... interesting one about..... history.
8. There is ..... orange tree in ..... back yard of my house.
9. .... youngest brother is all ..... school now.

10. The went up ..... hill to fetch ..... pail of water.
11. I have ..... great many people there.
12. Give me ..... three and ..... half rupees.
13. .... famine prevailed over..... whole state.
14. I saw..... great many people there.
15. .... magistrate and ..... judge were present.

## USING PREPOSITIONS

Prepositions are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs). The 'Prepositions' are a part of the parts of speech which connect words, clauses and sentences together and show the relations between them. In a sentence, the preposition shows relationships among other words in the sentence that include direction, place, time, cause, manner and amount.

### Types of Prepositions

**Simple Prepositions:** In this group we include

Prepositions that are made of single words: in, at, for, about, against, above, below etc.

**Complex Prepositions:** There are a number of phrases that are called complex Prepositions:

Along with	apart from	as for	such as
Except for	owing to	due to	but for
Because of	by means of	on account of	in comparison with

3. The following words are used as Prepositions although they look like verbs and adjectives:

Excepting	barring	considering	concerning
Following	Like	worth	including
Granted	pending	save	unlike
Plus	minus		

**Note:** Normally, Prepositions come before their objects, but at times they can come after their objects. For example:

What do you want to see  
him *about*? Which

apartment does he live  
*in*? The teacher has a  
 chair to sit *on*. This is  
 the book I told you  
*about*.

The following table contains rules for some of the most frequently used prepositions in English:

**Prepositions - Time**

<b>Preposition</b>	<b>Usage</b>	<b>Example</b>
on	Onces of the week	Monday
in	Months/seasons	August/in winter
at	for night	at night
	for weekend	at the weekend
	a certain point of time (when?)	at half past nine
since	from a certain point of time (past till now)	since 2010
for	over a certain period of time (past till now)	for five years
ago	a certain time in the past	2 years ago
before	earlier than a certain point of time	before 2011
to	telling the time	ten to ten (9:50)

past	telling the time	ten past six (6:10)
to/till/until	making the beginning and end of a period of time	for Monday to/till saturday
till/until	in the sense of how long something is going to last	He is on holiday until friday.
by	in the sense of at the latest upto a certain time	I will be back by 6 o'clock. By 10 o'clock, I had read give pages.

### **Prepositions – Place (Position and Direction)**

<b>Preposition</b>	<b>Usage</b>	<b>Example</b>
in	room, building, street, town, country, book paper etc. car, taxi, picture, world	in the kitchen in london in the book in the car, in a taxi in the picture, in the world.



at	meaning next to, by an object for table for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work, at the concert.
on	attached for a place with a river being on a surface for a certain side (left, right) for a floor in a house for public transport for television, radio	the picture on the wall Mumbai lies on the Arabian Sea. on the table on the left on the first floor on the bus, on a plane on TV, on the radio
by, next to, beside	left or right of somebody or something	Khushi is standing by/next to./beside the car.
under	on the ground, lower than (or covered by) something else	the broom is under the table
below	lower than something else but above ground.	the fish we are below the surface

over	covered by something else meaning more than getting to the other side (also across) overcoming an obstacle	put a coat over your shirt over 18 years of age walk over the birge climb over the wall
above	higher than something else, but not directly over it	a path above the lake
across	getting to the other side (also over) getting to the other side	walk across the road swim across the lake
through	something with limits on top, bottom and the sides.	drive through the tunnel
to	movement to person or building movement to a place or country for bed.	go to the cinema go to London/Ireland go to bed
into	enter a room/a building	go into the kitchen/the house

towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
into	movement to the top of something	jump into the table
from	in the sense of where from	a flower from the garden.

### **Other important Prepositions.**

<b>Preposition</b>	<b>Usage</b>	<b>Example</b>
From	Who gave it	A present from Papa
of	who/what does it belong to what does it show	a page of the book the picture of the Taj
by	who made it	a book by Gandhji
on	walking or riding on horseback entering a public transport vehicle	on foot, on horseback get on the bus
in	entering a car/Taxi	get in the car
off	leaving a public transport vehicle	get off the train

out of	leaving a car/Taxi	Get out of the Taxi
by	rise or fall of something travelling (other than walking or horserding)	Prices have risen by 10 percent by car , by bus, by plane
at	for age	He learned English at 45
about	for topics, meaning what about	were talking about you, all are talking at Osama bin Laden these days.

### Exercises

Use appropriate Prepositions in the blank spaces;

1. Put some butter . . . the toasts.
2. The car key must be . . . your coat pocket.
3. Do we really live . . . a welfare state?
4. What are you looking ...?
5. Buying presents . . . children can sometimes be very tricky.
6. The office . . . the Principal is closed today.
7. He has no taste . . . poetry.
8. They shared a degree . . . common sense.
9. She has a degree . . . Economics . . . Harvard University.
10. They will be accompanied . . . their children.

11. He is an authority ... old English literature.
12. This road goes . . . the University.
13. It is nearly half . . . five.
14. Tanuja asked her father . . . money.
15. Sitting . . . the floor is not very comfortable . . . elderly people.
16. If you are going ... the post-office buy me some stamps.
17. There is something strange ... him.
18. There is nothing you can do ... it now
19. They arrived late . . . the airport.
20. What are you doing . . . the weekend?
21. How can I tell you what she told me . . . confidence?
22. A parna is knitting socks ... the war widows.
23. It is further down . . . the left.
24. She became a lawyer as her father had ... her.
25. The whole summer lays . . . us.

## MODALS AND THEIR USAGE

In English, a modal verb is a type of auxiliary verb. The key way to identify a modal verb is by its defectiveness as

1. The modal verbs have neither participle nor infinitive forms. They do not take the inflection -s or -es in the third person singular, unlike other verbs.
2. The modal verbs in English paired as present and preterit (a tense of verbs used to relate past action, formed in English by inflection of the verb, as *jumped*, *swam* } forms.
3. The negatives and questions of sentences with modals do not need the use of do/does in the present tense or did in the past.

The following are the modal verbs in English:

shall and should will and would may and might  
can and could must

The following have also been categorized as modal verbs:

ought (to) had better dare  
need

The following are not modal verbs although they have some similar characteristics:

used to do  
be going to  
have to

Some major uses of Modals are provided here:

## **CAN**

Can has the following major uses as a modal:

1. to show and express ability:

I can speak English. (= I have the ability to speak English)

What can you do? (= where does your ability lie)

I could speak French when I was in France. (= I had the ability in the past)

2. Can like 'may' can have the sense of permission. Both these modals are used for seeking and giving permission. For example:

A. Can I use your telephone? (or May ...)

B. Yes, you can (Yes, you may).

Can you prepare for me a cup of tea, please?

3. Can indicates possibility. Here also it can be replaced by 'may.' For example:

He can be at home now. (or He may be at home now.) I can play tennis.

He can drive a car.

4. Can in questions can also express the sense of great disappointment mixed with anger. For example:

Cook: Why can't he eat his own dinner? Can you keep quiet? **COULD**

1. Could can be used to express past possibility or ability.

We use could to talk about what was possible in the past, what we were able or free to do: For example: I

**could** swim when I was 5 years old.

My grandmother **could** speak seven languages.

When we arrived home, we **could not** open the door. (...**couldn't** open the door.)

2. We also use could in a question to ask somebody to do something. The use of could in this way is formal and polite. For example

Could you tell me where the bank is, please? Could you send me a catalogue, please? **MAY**

May is use for the following possibilities:

1. for showing possibility

Karan may be upset. I can't really tell if he is annoyed or tired.

Karan may have been upset. I couldn't really tell if he was annoyed or tired.

Karan may get upset if you don't tell him the truth.

„-1.4

## **MIGHT**

Might is used for the following situations 1. to show possibility: For example

Karan might be on the bus. I think his scooter is having problems.

Karan might have taken the bus. I'm not sure how he got to school.

He might take the bus to get home. I don't think



Khushi will be able to give him a ride.

2. to express suggestion. For example:

She might have tried the sandwich.

You might try the sandwich.

3. As a conditional of May:

If Khushi entered the contest, she might actually win.

If she had entered the contest, she might actually have won.

If she entered the contest tomorrow, she might actually win.

4. to make request Might I borrow your book? Might I have something to eat. I am famished.

## **SHALL**

The most important use of shall is to indicate future. For example: I shall reach there by evening.

As a modal it has the following uses:

1. for suggestions. For example:

Shall we move now?

Shall he come now?

2. for promising something. For example:

In your absence I shall look after your family.

Don't worry. I shall do everything necessary.

3. to show inevitability. For example:

We shall overcome all problems.

The nation shall rise to great heights, corruption or no

corruption.

## **SHOULD**

Should is used in following possibilities:

1. To give advice or make

recommendations. For example: You should try to lose weight.

John should get a haircut.

He shouldn't smoke. And he should stop drinking too. What should I wear?

2. to talk about obligation. For example

You should be wearing your seat belt. (obligation)

I should be at work now. (duty)

to talk about probability and expectation. For example

Are you ready? The train should be here soon.

Rs. 100 is enough. It shouldn't cost more than that.

Let's call Khushi. She should have finished her homework by now.

3. to express the conditional mood. For example

If I lost my job I should have no money.

(If he lost his job he would have no money.)

We should be grateful if you could send us your latest catalogue

## **WILL**

The most common way to talk about future is 'will.' The following are the major uses of will:

1. Will is used when there is no prior plan or decision to do something before we speak. We make the decision

at the time of speaking. For examples:

Hold on. I'll get a pen.

We will see what we can do to help you.

Maybe we'll stay in and watch television tonight.

2. It is used for making predictions about the future.

Again, there is no firm plan. We are saying what we

**think** will happen. For examples:

It will rain tomorrow.

People won't go to Jupiter before the 22nd century.

Who do you think will get the job?

## **WOULD**

Would can be used in following cases:

1. To talk about the past. For example

Even as a boy, he knew that he would succeed in life.

I thought it would rain so I brought my umbrella.

2. To talk about the future in the past. For example

In Bhopal he met the girl that he would one day marry.

He left 5 minutes late, unaware that the delay would save  
his life

3. To express the conditional mood. For example

If he lost his job he would have no money.

If I had won the lottery I would have bought a car.

4. to express a desire or inclination. For example

I would like to live here.

Would you take some coffee?

What I would really like is some tea.

5. to express polite requests and question. For example  
Would you open the door, please? (more polite than: Open the door, please.)  
Would you go with me? (more polite than: Will you go with me?)  
Would you know the answer? (more polite than: Do you know the answer?)  
What would the capital of India be? (more polite than: What is the capital of India?)

## MUST

Must has many uses as a modal: But you musty note that thereare no past or future forms of must.

1. The most important use of must is to to express that something is necessary. For example:

You must be home by 10 o'clock.

I must wash the car tomorrow.

In this sense `have to' can also be used. For example

You have to be home by 10 o'clock.

I have to wash the car tomorrow.

For past we can say:

You had to be home by 10 o'clock.

I had wash the car yesterday.

For future we can say:

I have to see the dentist tomorrow..

2. Must is also used to show certainty. For example:

It must be Karan. I can recognize his voice.

3. to express strong recommendation:

You look tired. You must have some rest.

## DARE

Dare/dare *to* means to have the courage or impudence to do something difficult or dangerous, or something you have no right to do.

Do you dare to fight a wrestler.

No, I dare not.

The use of *dare* and *dare to* is similar to that of *need* and *need to*. *Dare* is a modal, whereas in *dare to* "dare" functions as a main verb.

Correct the mistakes in the use of *must* in the following sentences:

- I must get up early yesterday.
- I will must leave early tomorrow.
- I hate to must get up early.

### **OUGHT TO**

Ought to is used in following ways:

1. to say what is the right thing to do. For example  
They ought to apologize.  
You ought not to drive so fast.
2. to say what one expects or would like to happen. For example: Teachers ought to earn more.  
He ought to read English well by now. He is eleven.
3. to say what one recommends. For example  
This is delicious. You ought to try some.  
You ought to work hard.

### **EXERCISES**

- I. Explain the difference in meaning in the use of *must* in the following sentences:

1. You must be serious.

2. You must be crazy.

II. What's the difference between these sentences?

1. She had to tell him.

2. She must have told him

III. Are all the following statements correct?

1. I can swim means I am able to swim.

2. I cannot swim means I am not able to swim.

3. I must go means I am obliged to go.

4. I mustn't go means I am not obliged to go.

IV. What's the difference between the following pairs of sentences?

1. I must eat less junk food.

I have to eat less junk food.

2. You must call me when you

arrive. You have to call me

when you arrive.

V. Put the correct modal according to the idea provided in brackets:

1. . . you please help me? (polite request)

2. . . . I make a cup of tea for you? (offer to do something)

3. People . . . not tell lies. (obligation)

4. He . . . speak English well now. (ability)

5. He ... speak French when he was in France.

6. I . . . rather starve than beg. (preference used with rather)

7. My father . . . come tomorrow. (future action)

8. I . . . come as soon as I feel better. (promise)
9. Every morning she . . . go for a walk. (a habitual activity)
10. It . . . rain. (remote possibility)

## USING PUNCTUATION

Punctuation is the system of symbols (. , ! - : etc) that we use to separate sentences and parts of sentences, and to make their meaning clear. Each symbol is called a "punctuation mark".

### **Sentence Endings**

Three of the punctuation marks are appropriate for use as sentence endings. They are the period, question mark, and exclamation point.

The period (.) is, according to yourDictionary.com, "placed at the end of declarative sentences and other statements thought to be complete, and after many abbreviations." For example:

- ✓ As a sentence ender: *Karan and Khushi went to the market .*
- ✓ After **an** abbreviation: *Her Mar. birthday came and went.*

Use a question mark (?) to indicate a direct question when placed at the end of a sentence. For example: *When did Karan leave for the market?*

The exclamation point/mark (!) is used when a person wants to express a sudden outcry or add emphasis.

1. Within dialogue: *"Holy cow!" screamed Khushi.*
2. To emphasize a point: *My mother-in-law's rants make me, furious !*

### **The Comma, Semicolon and Colon**

The comma, semicolon and colon are often misused because they all can indicate a pause in a series.



According to yourDictionary.com, the comma is "a punctuation mark (,) used to indicate a separation of ideas or elements within the structure of a sentence." Additionally, it is used in letter writing after the salutation and closing.

- ✓ Separating elements within sentences: Khushi wanted the black, green, and blue dress.
- ✓ Letter Salutations: *Dear Uncle Ram ,*
- ✓ Separation of two complete sentences: *We went to the movies , and we went to the beach.*

According to your Dictionary.com, the semicolon (;) is used to "connect independent clauses and indicating a closer relationship between the clauses than a period does." For example: *Karan was hurt; he knew she only said it to upset him.*

A colon (:) has two main uses. The first is "after a word introducing a quotation, an explanation, an example, or a series and often after the salutation of a business letter," according to [yourDictionary.com](http://yourDictionary.com). The second is within time expressions. Colons have been used throughout this article to indicate examples. Within time, it is used to separate out the hour and minute: *12 : 15 p.m.*

### **The Dash and the Hyphen**

Two kinds of dashes are used throughout written communications. They are the endash and the emdash. According to yourDictionary.com, an endash is "A symbol (-) used in writing or printing to connect continuing or

inclusive numbers or to connect elements of a compound adjective when either of the elements is an open compound, as *1880 - 1945* or *Bombay -Poona trains*."

However, the emdash has more complicated grammatical use. The symbol of is used to indicate "a break in thought or sentence structure, to introduce a phrase added for emphasis, definition, or explanation, or to separate two clauses," according to [yourDictionary.com](http://yourDictionary.com). Use it in the following manner: *We only wanted to get two birds but the clerk talked us into four parrots.*

A hyphen ( - ) is the same symbol as the end dash. However, it has slightly different usage rules. Use a hyphen "between the parts of a compound word or name or between the syllables of a word, especially when divided at the end of a line of text." Examples of this in use include:

- ✓ Between a compound name: *Mrs. Neerja - Gore*
- ✓ Within a compound word: *back - to - back*
- ✓ Between syllables of a word when text is on division into two separate lines: *The thought -  
ful girl brought biscuits to her ailing mother.*

### **Braces, and Parentheses**

Brackets, braces, and parentheses are symbols used to contain words that are a further explanation or are considered a group.

Parentheses ( ) are curved notations used to contain further thoughts or qualifying remarks, according to Dictionary. However, parentheses can be replaced by commas without changing the meaning in most cases. For

example: *Ram and Sita ( who were actually husband and wife) both have black hair.*

Brackets are the squared off notations ([ ]) used for technical explanations. For example, a Dictionary uses them when you look up word definitions. At the bottom of each definition page, brackets surround a technical description of where the word originated.

Braces ({ }) are used to contain "two or more lines of text or listed items to show that they are considered as a unit." They are not commonplace in most writing, but can be seen in computer programming to show what should be contained within the same lines.

### **Apostrophe, Quotation Marks, and Ellipses**

The final three punctuation forms in English grammar are the apostrophe, quotation marks, and ellipses. Unlike previously mentioned grammatical marks, they are not related to one another in any form.

An apostrophe (') is used to "used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of numbers, letters, and abbreviations." Examples of the apostrophe in use include:

- ✓ Omission of letters from a word: *An issue of nat ' l importance.*
- ✓ Possesive case: *Sara ' s dog bites.*
- ✓ Plural for numbers: Sixteen people were born on dates with 7 ' s in them.

Quotations marks (") are " Either of a pair of punctuation marks used primarily to mark the beginning and end of a

passage attributed to another and repeated word for word, but also to indicate meanings or glosses and to indicate the unusual or dubious status of a word."

The ellipsis is generally represented by three periods (. . . ). The ellipsis should be used in "writing or printing to indicate an omission, especially of letters or words." Ellipses are frequently used within quotations to jump from one phrase to another, omitting unnecessary words that do not interfere with the meaning.

**Punctuate the following sentences:**

1. ah, we are undone
2. Hurrah we have won
3. I am sorry I am late
4. when did you come
5. are you alone
6. you must not go to films so often his father said
7. you should learn manners
8. we should aim for noble aims.

## EXCERSICE

Name of the Student : .....

Registration No. : .....

### Signature of the Valuaer

Name & Address :.....

.....

Q.1. Give the opposite gender of the following :

Bachelor, horse, nephew, uncle, wizard.

Ans. ....

.....

Q.2. Fill in the blanks with appropriate forms of personal pronouns :

1. .... have a dog..... call it Rustam. (Many possible answers)

Ans. ....

.....

Q.3. Use the correct form of adjectives in the following sentences

i. This flower is ..... than the one.

Ans. ....

.....

Q.4. Tell which verb is transitive and which intransitive :

i. My new scooter does not give good mileage.

Ans. ....

.....

Q.5. Punctuate the following sentences :

i. ah, we are undone

ii. Hurrah we have won

iii. I am sorry I am late

Ans. ....

.....

.....



**CORRESPONDENCE COURSE**

**MADHYAMIK SHIKSHA MANDAL, M.P. BHOPAL  
DIPLOMA IN EDUCATION EXAMINATION**

**SECOND YEAR**

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**SUBJECT - ENGLISH**

**UNIT - II**

Topic :

**TENSES AND SENTENCES**

- 2.1 Types of Sentences : Recognition and Usages
- 2.2 Framing questions
- 2.3 Making use of appropriate tense forms

.

**UNIT II**  
**TENSES AND SENTENCES**

**2.I. TYPES OF SENTENCES**

A sentence is a group of words which makes complete sense.

**KINDS OF SENTENCES**

1. Assertive sentence
2. Interrogative sentences
3. Imperative sentences
4. Optative sentences
5. Exclamatory sentences

**(1) Assertive sentences :**

'To assert' means to declare. They are of two kinds.

- (a) Affirmative
- (b) Negative

**(A) Negative sentences :**

A sentence can be made negative in two ways.

- (i) By adding 'not' to adverb
- (ii) By adding opposite word

**Making a Verb negative :**

1. By adding not to incomplete Verbs : e.g. (i) I am not a doctor.  
(ii) There is not any milk in the pot.  
(iii) The doctor is not here.

**2. Complete Verb :**

A. By adding not to the helping Verb.

- e.g. (i) they are not going anywhere.  
(ii) You cannot sit here.  
(iii) His father should not come here.

(iv) Hari will not be going there.

B. By adding do/ does/ did to the main Verb.

e.g.	Affirmative	Negative
(i)	I see a bird.	I do not see a bird.
(ii)	He sees a bird.	He does not see a bird.
(iii)	The train reaches late.	The train does not reach late.
(iv)	They saw two birds.	They did not see two birds.

A sentence can be made negative by using opposite word or some other negative word.

e.g.	Affirmative	Negative
(i)	I eat an apple.	I eat no apple.
(ii)	He passed the	He failed the examination.
(iii)	We like you.	We hate you.
(iv)	His father did something.	His father did nothing.
(v)	He tells truth.	He never tells truth.

## **(2) INTERROGATIVE SENTENCES**

‘Interrogative’ means asking questions or making inquiries.

Note: By making certain changes Assertive sentences can be made interrogative sentences.

Affirmative sentences can be transformed into affirmative or negative.

Inverted questions:

- (1) Inverted questions
- (2) Questions with question words.

1. Inverted questions:



Inverted शब्द का अर्थ है उल्टा करना । साधारण वाक्य की verb में क्रम को उलटकर ये sentences बनाये जाते हैं

Note:

यहां 'क्या' के लिये What का प्रयोग नहीं किया जाता है।

(A) Incomplete Verb:

	Assertive	Interrogative
(i)	I am a player.	Am I a player?
(ii)	I am not a singer.	Aren't I a singer?

**NEGATIVE SENTENCES:**

- (i) Have we not taken tea?
- (ii) Can the boy not work?

Do, Does or did is placed before a sentence which does not have a helping verb, and ist form of the verb is used to make inverted questions.

	Assertive	Interrogative
(i)	We bring toys.	Do we bring toys?
(ii)	She sings a song.	Does she sing a song?
(iii)	You knew him.	Did you know him?

**NEGATIVE SENTENCES:**

- (i) Do we not bring toys? Or Don't we bring toys?
- (ii) Doesn't she sing a song?

(iii) Did you not know him?

### **QUESTIONS WITH QUESTION WORDS: SENTENCE**

#### **STRUCTURE:**

Who + hv + v + object?

#### Examples:

Q.1 Who is making noise?

Q.2 Which boy can solve the Question?

Q.3 Whose car is this ?

Q.4 Where do you live?

Q.5 Why are you late?

Q.6 How many girls are present today?

### **USE OF OTHER**

QUESTION WORDS Structure: Question word + hv + subject (not) v + object.

#### Examples:

Q.1 What are you doing?

Q.2 When did your father come?

Q.3 Where does Dinesh go at 6 P.M?

Q.4 Why do boys go to the school ground at 6 P.M. to play?

Q.5 How many books have I bought?

Q.6 What kind of man was the officer?

Q.7 From where

does she buy wool?

### (3) IMPERATIVE SENTENCES

Order, advise, request, are called Imperative sentences.

#### Structure:

VI + objective + etc.

Its subject 'you' is understood, hence not mentioned in the sentence.

### ORDER

#### Example:

- (1) Stop the bus.
- (2) Buy a pen.
- (3) Run away.
- (4) Write an essay.
- (5) Sit here.

#### Negative:

- (1) Do not stop the bus.
- (2) Do not buy this pen.
- (3) Do not run away.
- (4) Do not write an essay.
- (5) Do not sit here.
- (6) Never tell lies.
- (7) Never go there.
- (8) Never cross the road without looking both the sides.

REQUESTS Please lend me your pen.

Kindly show me the way.

- (3) Please bring a glass of water for me.

Some sentences have the following structures: Let + noun / pronoun + verb infinitive + etc

#### Example:

- (A) Let him go.
- (B) Let Mohan play hockey.
  - (i) May god bless you.
  - (ii) May you live long.
  - (iii) May god shower his blessings on the married couple.
  - (iv) May god save our country.

#### (5) EXCLAMATORY SENTENCES

These sentences express happiness, sorrow, despise, etc.

#### Example:

- (i) What a beautiful scene it is!
- (ii) Alas! He is dead.
- (iii) What a fool he is!
- (iv) How clever you are!

Find out what kind of each sentence is for your help the answer key is given at the next page.

1. Keep quiet.
2. May you be happy!
3. Ram and Shyam have come.
4. Are you prepared to start the work?
5. Bravo! We have won the match.
6. His father not coming today.
7. Let the teacher begin teaching.
8. How has he done this?
9. Please tell us a story.
10. I wish you good luck.

#### Answers.

1. Imperative
2. Optative
3. Assertive
4. Interrogative
5. Exclamatory
6. Assertive
7. Imperative
8. Interrogative
9. Imperative
10. Optative

### EXERCISE

Find out what kind of each sentence is:

1. Dinesh studies English.
2. He passed the examination.
3. We hate you.
4. He never tells truth.
5. We have taken tea.
6. Does she sing a song?
7. Clean your room.
8. May god bless you.
9. What a beautiful flower is this!
10. Please lend me your pen.

## 2.2 FRAMING QUESTIONS

Wh . Questions begin with a wh - interrogative word like who, what, why, when, how, etc.

The wh - word is followed either by the operator (op) or another element, like objects (s) complement (c) or adverbial (A) + operator.

	Examples	Questions
(1)	Mani was writing a poem.	What was Mani writing? op
(2)	The flowers look very fresh.	How do the flowers look? op How fresh do the flowers look?
(3)	The farmer sow seeds in spring	When do the farmers sow seeds?
(4)	Tom will clean his shoes.	What will Tom clean? op

### Note:

1. That as with yes - no questions so also in wh - questions we need the operator do when the corresponding state has no operator.
2. In wh - Questions with subjects (S) elements the verb phrase remains the same as in the statement and we do not need the do - construction.

### Examples:

	STATEMENTS	QUESTIONS
(1)	Neelam has been using this	Who has been using this table?
(2)		About what is Venkat talking? What is Venkat talking about?

### Note:

The front position of the preposition is rather formal.

Also note the subject - operator inversion.

Exclamations:

An exclamation is a type of sentence used to express a speaker's feeling or attitude.

This type of sentence begins with what or how as with questions. But it is important to remember that in exclamation there is no subject - operator inversion.

Examples:

	STATEMENTS	EXCLAMATIONS
(a)	Mr Singh is an extra-ordinary person	What an extra-ordinary person Mr
(b)	He told us an odd story.	What an odd story he told us!
(c)	The little boy talks in his	Who talks in his sleep!
(d)	This boy will write the address.	Which boy will write the address?

As you can see no subject - operator inversion is necessary when the wh - word has the subject element.

The wh - Questions are also called question word questions as they contain question words as open ended questions as the answers to them are open i.e. unknown and they cannot be answered with a simple 'yes' or 'no'.

**TASK**

---

Turn the following statements into yes - no

(i) Hema thinks too much.

(ii) She has a cold bath

(iii) It rained very hard.

(iv) The water here is deep.

(v) Mani can swim.

Answers

- (i) Does Hema think too much?
- (ii) Does she have a cold bath every day?
- (iii) Did it rain very hard?
- (iv) Is the water here very deep?
- (v) Can Mani swim?

Normally a preposition comes before its complement (in that house, on that table) but in wh - questions, the preposition can occur at the beginning or at the end of the sentences because the complement is at the front of the class.

Examples:

- (a) With which pen are  
you writing?  
or

Which pen are you writing with?

- (b) At which hold are  
you staying? What is  
followed by a noun -  
phrase. What acts as a  
determiner?

How is followed by  
objectives or adverb. How  
acts as a degree word.

In writing, an exclamation ends with an exclamation mark (!)

**TASK**

Turn the following statements into exclamation:

- (i) It was a dreadfully boring film.



- (ii) He was a dreadful bore.
- (iii) Dickens wrote fascinating novels.
- (iv) The sun was very bright.
- (v) The actress dressed well.

EXERCISE

In the following exercise underline the verbs and identify the situations where the simple present tense has been used:

- (i) Cuckoos do not build nests. They use the nests of other birds.
- (ii) This is our travel plan. We leave home on the 8<sup>th</sup>, arrive in Paris on the 9<sup>th</sup>, spend the day in Paris, and set out for Venice that night.

- That sounds most interesting.
- Select the best alternative of the choices given.

'Because', said I Ask, I have not	Observel	the tree.
	Remarked	
	Scene	

Yes, but I am not sure that I should	know recall	them
	remember	

You	See seem	What they were said		
	appear i doubt			

forget
suspect

To	appear seem	Like a	Suspect	the nut is quite
	took		believe realize	small.

And I	think feel	the leaves are white but I am not sure		
	appear i doubt			
	forget suspect			

ANSWERS

- (i) Do not build.
- (ii) Is, leave, arrive, spend, set out, sounds.

### 2.3 MAKING USE OF APPROPRIATE TENSE FORM

Tense is a form in grammar that we use to express our concept of time - Past, Present, and Future.

English has two simple tense - Mani danced at school.

The two simple tenses can combine with the progressive and perfective aspect:

PRESENT TIME	The simple present The present progressive
PAST TIME	The simple past The past progressive The present perfect The present perfect progressive The past perfect

#### 3. PRESENT TIME AND THE PRESENT TENSE

In English there are two present tenses: The simple present tense The present progressive tense

#### 4. The simple present tense:

Use: The simple present tense is used to describe people, place, object, etc. and to define object, things etc.

#### EXAMPLE:

Celia is tall and has dark eyes. Thermometer measures temperature.

In specific situation, the simple present tense is used:

- (1) To refer to present states :  
the teacher is angry.  
we like coffee.
- (2) To refer to present habits:  
Babies drink milk.  
Lions roil.  
Again the actions do not refer to an action at a specific time, but to what generally happens.
- (3) To indicate present events:  
Galting hits the ball and it reaches the boundary  
line.

- (4) To indicate a planned future action:  
Tomorrow we start early. We catch the 7 o'clock train in the morning and reach Raipur in time for lunch.  
The action is not taking place now. The time reference is clear - it is future.

- (5) With adverbs phrases like, often sometimes, usually, always, never, twice, once a month, every week, etc.  
What does she do in the evening?  
She usually plays cards or watches T.V.

- (6) Form:  
The simple present tense has the same form as the infinitive of the verb. But it adds an S for the third person singular.

Infinitive:	to say	he says
Simple present:	I say But	she says You say

- (7) The present progressive tense: Use: the present progressive tense is use

(i) To refer to temporary present, i.e. to an action happening now: Listen, the bird is singing. The children'--A-are playing now.

(ii) To indicate a temporary habit.

i. He usually drinks coffee but today he is drinking tea.

(iii) To refer to a definite arrangement in the future.

(iv) To refer to a frequently repeated action when used with always or similar adverbs.

Anu is always ringing up asking silly questions.

To indicate a combination of temporary and habitual meaning. Mrs. Narayan is always Suring whenever I go to her house

(8) Form:

The present progressive tense is formed with the present tense of the helping (auxiliary) verbs to be + the present participle (V + ing)

Form of the main verb.                      --

I am singing                                  we are singing

He/She is singing                        they are singing

(9) Verb with state meaning and the present tenses

Verbs that denote activities and processes may be used in the present progressive tense.

#### EXAMPLES:

Rama is drinking a cup of tea.

The boy is growing fast.

But Verbs that denote state often cannot be used in the progressive at all because they do not usually denote the idea of "Something in progress".

(10) Verbs of perception, e.g. see, hear, smell, feel, taste when used as

state verbs are also used with can/could to denote a process as activity.

EXAMPLE:

I (can) see the bus coming. I (can) hear the bell ringing.

I (can) smell something burning.

PAST TIME AND THE PAST TENSE

THE SIMPLE PAST TENSE:

1. By a past happening we mean a happening taking place in the past but not necessarily in

the present time. The simple past tense is used to refer to such happening in the past.

2. Use: The simple past tense is very often used to narrate incidents stories, news events, etc to report and retell.

In specific situation the simple past tense is used when a past event is related to a definite time in the past which may be identified.

2.1- By an adverb or an adverb phrase in the same sentence:

My father arrived here last Monday.

2.2- By a situation:

Our train was late by half an hour. So we were late for the interview.

2.3- By a language context when the time is not given but the context tells us about the action which occupied a period of time has now terminated or it occurred in a period of time now terminated.

He taught for ten years at a school in Bangalore.

(He does not work there any more).

2.4- The past tense is also used to indicate a past habit which is indicated by an adverb.

Mr. Reddy always drank coffee. He never drank tea.

3. In the following exercises underline all the verbs in the simple past tense and identify the situations where the simple past tense has been used.

(i) Raju never got up in time in the morning, and therefore was always late for his classes. So one day he went and bought an alarm clock.

(ii) Mathew graduated in 1970 and then worked in a school for two years. Then he did his M.A.

#### 4. Form:

The simple past tense of regular verbs is formed by adding - ed to the infinitive. Infinitive: To walk. Simple past: Walked.

To verbs ending in e only d is added.

Infinitive: To dance. Simple past: danced.

The simple past form of irregular verbs varies considerably.

#### EXAMPLE:

INFINITIVE	SIMPLE PAST
To write	wrote
To see	Saw
To feel	Fell
To sit	Sat
To eat	ate

5. The simple past form of each irregular verb has, therefore to be learnt.

The negative of the regular and irregular verbs in the simple past is formed with. Did + subject + infinitive of the main verb ( without 'to')

I did not sit.

He did not sit.

They did not sit.

5. The past progressive tense Use:

The past progressive tense is used for descriptions in combination with the simple past tense narrative:

The past progressive is used to indicate past actions continuing for some time whose exact limits are not known or are not important.

This tense is also used with the simple past to indicate two actions - One in the past progressive which began earlier and had been going on when another action in the simple past took place.

(i) Mother was cooking when the door bell rang.

(ii) I was working out the lessons when my friend came.

6. The present perfect tense

The perfect aspect refers to a past happening which is seen in relation to a later event or time. The present perfect tense denote a past time with a very strong connection with the present.

The present perfect tense is very commonly used in conversation, newspapers, in writing letter and in radio and T.V reports.

In specific situation the present perfect tense is used:

6.1- With just to indicate an action recently completed:

(a) The train has just left.

(b) I have just finished my examinations.

6.2- For recent actions whose time is not given and not definite:

Gopal has finished his examination but the result has not been out as yet. 6.3- With actions that began in the past and are still going on:

(a) Dr. Krishna has taught for 20 years (He is still teaching)

(b) He has lived here all his life (He still lives here)



### EXERCISE

Use the simple past or the past progressive tense of the verbs given in the brackets to fill in the blanks:

- (i) I was a rich merchant. I\_\_ (buy) things in one country and (sell) them in another. One day I \_\_ (come) back from Bangalore. At midday I (stop) in a place where there \_\_\_\_\_ (be) good food for my camels. As I (rest) under a tree, a fakir come and\_\_\_\_\_ - (sit) next to me. I \_\_\_\_\_ (give) him some food. As we \_\_\_\_\_(eat) we \_ (talk) about our ways of life.

### EXERCISE – II

- (ii) When the King and his minister (walk) along the street they \_\_\_\_\_ (come) to a bridge. A beggar (sit) there and \_\_\_\_ (beg) for money. The King \_\_\_\_\_ (given) him some money.

## EXCERSICE

Name of the Student : .....

Registration No. : .....

### Signature of the Valuaer

Name & Address :.....

.....

Q.1. Find out what kind of each sentence is :

- i. Dinesh studies English.
- ii. He passed the examination.

Ans. ....

.....

Q.2. Use the simple past or the past progressive tense of the verbs given in the brackers to fill in the blanks.

- i. I was a rich merchant. I..... things in one country and ..... them in another. One day I ..... back from Bangalore. At Midday I ..... in a place where there..... Good next to me. I ..... him some food. As we ..... we..... about our ways of life.

Q.3. Turn the following statements into exclamation :

- i. It was a dread full boring film.
- ii. The actress dressed well.

Ans. ....

.....

Q.4. Find out what kind of each sentence is :

- i. Dinesh studies English.
- ii. May God bless you.

Ans. ....

.....

Q.5. Change the following sentences in Simple Present Tense.

- i. Rama is drinking a cup of tea.
- ii. The boy is growing fast.

Ans. ....

.....



**CORRESPONDENCE COURSE**

**MADHYAMIK SHIKSHA MANDAL, M.P. BHOPAL  
DIPLOMA IN EDUCATION EXAMINATION**

**SECOND YEAR**

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**SUBJECT – ENGLISH**

**UNIT – III**

Topic :

**TRANSFORMATION**

- 3.1 DEGREE OF COMPARISON
- 3.2 DIRECT AND REPORED SPEECH
- 3.3 ACTIVE AND PASSIVE VOICE

## 3. TRANSFORMATION

### 3.1 Degree of comparison

#### Topic Introduction

The Degrees of-Comparison in English grammar are made with the Adjective and Adverb words to show- how, big or small, high or low, more or less, many or few, etc., of the qualities, numbers and positions of the nouns (persons, things and places) in comparison to the others mentioned in the other part of a sentence or expression.

An Adjective is 'a word which qualifies (shows how big, small, great, many, few, etc.) a noun or a pronoun is in a sentence.

An adjective can be *attributive* (collies before a noun) or *prethcutive* (comes in the predicate part):

**Degrees of Comparison** are used when we compare one person or one thing with another.

There are three Degrees of Comparison in English.

They are:

1. **Positive** degree.
2. **Comparative** degree.
3. **Superlative** degree.

Let us see all of them **one by one**

#### **1.Positive degree.**

The positive degree is the most basic form of the adjective, positive because it does not relate to any superior or

inferior qualities of other things in speech.

Tom is a tall a boy.

In this sentence the word 'tall' is an *adjective* telling us how Tom is. There is no other person or thing in this sentence used to compare Tom with, but it is the general way of saying about persons, animals and things that they have some quality (here `tallness') above average in general sense. The adjective word 'tall' is said to be in the "positive form".

This comparison is called "**positive degree**" comparison.

## **2. COMPARATIVE DEGREE:**

1. The comparative degree denotes a greater amount of a quality relative to something else. The phrase "Anna is taller than her father" means that Anna's degree of tallness is greater than her father's degree of tallness.

Tom is a tall boy. Tom is taller than his sister.

In the second sentence the word 'taller' is an adjective used to compare the `tallness' of these two persons - Tom and his sister - and to tell us that Tom has more of the quality of 'tallness'.

Therefore, an adjective word which shows the difference of quality between two groups of persons, animals or things is said to be in the 'comparative form'. persons, animals or things, or

This comparison is called "**Comparative Degree**".

## **3. SUPERLATIVE DEGREE:**

The superlative degree denotes the most, the largest, etc.,

by which it differs from other things

A musk ox is a large animal.

An elephant is larger than a musk ox.

The blue whale *is the* largest of all animals.

The blue whale *is the* largest **of** all animals **in** the world.

In this sentence the word (*the*) 'largest' is an adjective used to compare the "largeness" of the blue whale and to tell us that the blue whale has the most quality of 'largeness'.

This comparison is used to compare one person, animal or thing with **more than two** persons, animals or things (the rest of the group of more than two), and to say that the particular one has the highest degree of that particular quality (here the comparison is between the blue whale and the rest of the animals, more than two). The adjective 'large' is said to be in the 'superlative form'.

- This comparison is called "**Superlative Degree**". **Now**

### **English usage**

Traditional English grammar uses the comparative form when comparing exactly two things, and the superlative when comparing three or more, but in informal usage this may not hold

Positive	Comparative	Superlative
good	better	<i>best</i>

beautiful	<i>more beautiful</i>	<i>most beautiful</i>
big	bigger	biggest
tall	taller	tallest
sincere	<i>more sincere</i>	<i>most sincere</i>
small	smaller	smallest

### **EXERCISE**

Fill in the right degree of comparison in the blanks:

1. The giraffe is\_\_\_\_\_ than an elephant.
2. River Ganga is\_\_\_\_\_ than River Yamuna.
3. You should be\_\_\_\_\_when you walk on the road.
4. That temple is a\_\_\_\_\_ building.
5. Diamond is\_\_\_\_\_ than any other substance in the world.
6. The cheetah is\_\_\_\_\_ the\_ animal on the earth.
7. Rose is a beautiful flower. I find the lotus\_\_\_\_\_ than the rose.
8. Vatican City is the \_\_\_\_\_city in the world.
9. I find Dickens' books \_\_\_\_\_than Ruskin Bond's books.
10. This poem is-\_\_\_\_\_than that one.
11. She is \_\_\_\_\_ than her.
12. Your dress is much \_\_\_\_\_than her dress.

13. They run\_\_\_\_\_ than them.

14. Blue whale is the \_\_\_\_\_ water animal.

15. This story is\_\_\_\_\_ interesting than previous one.

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## 3.2 Direct and Reported Speech

### **Narration Means**

Narration means to narrate anything. Whatever we speak is considered as narration. We can narrate anything either directly or indirectly **Direct Speech / Quoted Speech**

Saying exactly what someone has said is called direct speech (sometimes called quoted speech) Here what a person says appears within quotation marks ("...") and should be word for word.

*For example:* She said, "Today's lesson is on presentations." or

"Today's lesson is on presentations," she said.

### **Indirect Speech / Reported Speech**

Indirect speech (sometimes called reported speech), doesn't use quotation marks to enclose what the person said and it doesn't have to be word for word.

When reporting speech the tense usually changes. This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

*For example:*

Direct speech

"I'm going to the cinema", he said.

Indirect **speech**

He said he was going to the cinema.

*Indirect Speech* (also referred to as 'reported speech') refers to a sentence reporting what someone has said. It is almost always used in spoken English.

The reporting verb (i.e. said) is in the past, the reported clause will be in a past form. This form is usually one step back into the past from the original.

We often have to give information about what people say or think. In order to do this you can use direct or quoted speech, or indirect or reported speech.

### **Rules for change in direct to indirect narration**

<b>Direct Speech</b>	=	<b>Indirect Speech</b>
<b>Simple Present</b> He Said, " I go to school every day.	=	<b>Simple Past</b> He Said (that) he went to school every day.
<b>Simple past</b> He said, "I went to school every day"	=	<b>Past perfect</b> He said (that) he had gone to school every day.
<b>Present perfect</b> He said, " I have gone to school every day."	=	<b>Past perfect</b> He said (that) he had gone to school every day.
<b>Present progressive</b> He said, "I am going to school every day."	=	<b>Past progressive</b> He said (that) he was going to school every day.

<b>Future (will)</b> He said, "I will go to school every day."	=	<b>Would + verb name</b> He said (that) he would go to school every day.
<b>Future (going to)</b> He said, "I am going to school every day."	=	<b>Present progressive</b> He said (that) he is going to school every day.
	=	<b>Past progressive</b> He said (that) he was going to school every day.
<b>Direct Speech</b>	=	<b>Indirect Speech</b>
<b>Auxiliary + verb name</b> He said. "Do you go to school every day?" He said, "Where do you go school?"	=	<b>Simple past</b> He asked me if I went to school every day.* He asked me where I went to school.
<b>Imperative</b> He said, Go to school every day.	=	<b>Infinitive</b> He said to go to school every day.

### Change in Time

If the reported sentence contains an expression of time, you must change it to fit in with the time of reporting.

For example we need to change words like *here* and *yesterday* if they have different meanings at the time and place of reporting.

#### Today

"Today's lesson is on presentations."

#### 24 hours - Indirect speech

She said yesterday's lesson was presentations.

### Expressions of time if reported on a different day

this (evening) > that (evening)

today	> yesterday ...
these (days)	> those (days)
now	> then
(a week) ago	> (a week) before
last weekend	> the weekend before last / the previous weekend
here	> there
next (week)	> the following (week)
tomorrow:	> the next/following day

In addition if you report something that someone said in a different place to where you heard it you must change the place (here) to the place (there).

*For example:-*

**At work**

*"How long have you worked here?"*

**At home**

She asked me how long I'd worked there.

## **The rules of changing "words showing nearness"**

**If we change direct speech into indirect speech, the following words are changed into the following ways.**

"This" changes into "that"

"These" changes into "those"

"Now" changes into "then/right away"

"Tomorrow" the next day / the following day / the coming day

The day after tomorrow in two days time

Yesterday the previous day/the last day/the day before

The day before yesterday two days before

Today .....That day

Tonight .....that night

Last night ..The previous night/the last night/the night before

Here .....there

Hither .....thither

(Come .....go)

(these two rarely

change) (Go

.....come)

Ago ..... before

Sir and Madam respectfully (in reporting speech)

Good morning/ after noon/evening greeted

Good night/good bye/fare well don't change

Hello, hallo, hullo, yes, no, alright, hi are removed.

Next (Sunday, month, week etc.) the following/the next (Sunday, month, week etc.)

Last (night, week, Sunday, month, year etc) the previous/ the last ( night, week, Sunday, month, year etc)/ the (night, week, Sunday, month, year etc) before

Hence ... thence

Thus ...so

Has to / have to had to

Is to/ are to/ am to was to / were to

Can ..... could

May .....might

Must ..... must = had to

Would, could, should, ought to    don't change.

**Modal verb forms also sometimes change:**

Direct speech	=	Indirect Speech
<p>Will</p> <p>She said, "I'll teach English online tomorrow."</p>	>	<p>would</p> <p>She said that she would teach English online tomorrow.</p>
<p>Can</p> <p>She said, "I can teach English online."</p>		<p>Could</p> <p>She said that she could teach English online.</p>
<p>Must</p> <p>She said, "I must have a computer to teach English online."</p>		<p>Had to</p> <p>She said that she had to have a computer to teach English online.</p>
<p>Shall</p> <p>She said, "What shall we learn today?"</p>		<p>Should</p> <p>She asked what we should learn today.</p>
<p>May</p> <p>She said, "May I open a new browser?"</p>		<p>Might</p> <p>She asked if she might open a new browser.</p>

!Note – There is no change to; could, would, should might and ought to.

Direct speech	Indirect speech
---------------	-----------------

“I might go to the cinema”. He said	He said that he might go to the cinema.
-------------------------------------	---

You can use the present tense in reported speech if you want to say that something is still true.

Direct speech	Indirect speech
“My name is Lynne”, she said	She said her name was Lynne. or She said her name is Lynne.

You can also use the present tense if you are talking about a future event.

Direct speech (exact quote)	Indirect speech (not exact)
“Next weeks lesson is on reported speech”, she said.	She said next week’s lesson is on reported speech.

### **Change in Pronoun**

In reported speech, the pronoun often changes

There are many other verbs we can use apart from said, told and asked.

These include :-

Accused, admitted, advised, alleged, agreed, apologized, begged, boasted, complained, denied, explained, implied, invited, offered, ordered, promised, replied, suggested and

thought.

Using them properly can make what you say much more interesting and informative

Note that when a Yes/No question is being asked in direct speech, then a construction with if or whether is used. If a WH question is being asked, then use the WH to introduce the clause. Also note that with direct speech, these are examples of embedded questions.

The situation changes if instead of the common said another part of the very to say is used. In that case the verb tenses usually remain the same. Some examples of this situation are given below.

Direct Speech	=	Indirect Speech
Simple present + simple present He say, "I go to school every day.		Simple present + simple present He says (that) he goes to school every day.
Present perfect + simple present He has said, "I go to school every day."		Present perfect + simple present He has said (that) he went to school every day.



<p>Past progressive + simple past</p> <p>He was saying, "I went to school every day."</p>		<p>Past progressive + simple past</p> <p>He was saying (that) he went to school every day.</p>
		<p>Past progressive + past perfect</p> <p>He was saying (that) he had gone to school every day.</p>
<p>Future + simple present</p> <p>He will say, "I go to school every day."</p>		<p>Future + simple present</p> <p>He will say (that) he goes to school every day.</p>

Another situation is the one in which modal constructions are used. If the verb said is used, then the modal, or another modal that has a past meaning is used.

### **Exercise**

**Change the following sentences into indirect speech.**

1. "What do you want?" she asked him.
2. "Are you coming with us?" he asked me.
3. He asked, "When do you intend to make the payment?"

4. "Do you come from China?" said the prince to the girl.
5. The poor man exclaimed, "Will none of you help me?"
6. "Which way should I go?" asked the little girl.
7. Alladin said to the magician, "What have I done to deserve so severe a punishment?" S. "Don't you know the way home?" I said to her.
9. "Do you write a good hand?" the teacher said to the student.
10. "Have you anything to say on behalf of the accused?" said the judge finally.
11. "Have you anything to tell me, little bird?" asked.
12. "Who are you, sir, and what do you want?" they asked.
13. The king was impressed with the magician and asked, "What can I do for you?"
14. She asked, "What is it that makes you stronger and braver than other men?"
15. "Can you solve this problem?" he asked me

### **3.3 ACTIVE AND PASSIVE VOICE**

Active voice is used in a clause whose subject expresses the agent of the main verb. That is, the subject does the action designated by the verb. A sentence whose agent is marked as grammatical subject is called an active sentence. In contrast, a sentence in which the subject has the role of patient or theme is called a passive sentence, and its verb is expressed in passive voice. Many languages have both an active and a passive voice; this allows for greater flexibility in sentence construction, as either the semantic agent or patient may take the syntactic role of subject

A transitive verb has **two voices-**

1. **the Active**
2. **the Passive**

**Compare the following:**

1. The hunter shot the lion.
2. The lion was shot by the hunter.

You will **see** that **both** the **sentences mean the same thing. But in the first sentence the subject (the hunter) is the doer of the action (shot). In the second sentence, the subject (the lion) is the sufferer or receiver of the action (was shot).**

A verb is said **to**, be **in the active voice when the person**

**or thing denoted by the subject acts or is active. A sentence is said to be in Active Voice when the subject does something**

**A verb is said to be in the passive voice when the person or thing denoted by the subject does not act, but suffers the action done by something, or by someone. Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.**

Example: My bike was stolen.

In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it.

Sometimes a statement in passive is more polite than active voice, as the following example shows:

Example: A mistake was made.

In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

When rewriting active sentences in passive voice, note the following: the object of the active sentence becomes the subject of the passive sentence the finite form of the verb is changed (*to be* + past participle)

the subject of the active sentence becomes the object of

the passive sentence (or is dropped **All sentences cannot be made into Passive Voice.**

Only the sentences with an object in them can be made into Passive Voice. All verbs are not transitive. A verb which takes an object is said to be a Transitive Verb and a Verb which does not take an object is said to be Intransitive.

For Example, the following sentence cannot be converted into Passive Voice for the simple reason that the verb 'go' does not take an object.

I go for a walk everyday.

In the above sentence the **verb 'go' is an Intransitive Verb.** Such sentences which do not have an object cannot be converted into Passive Voice.

More examples of sentences with Intransitive Verbs:

Raju jumped 10 feet

David ran fast.

Sita drove rashly.

**There are some rules which we have to follow while changing the sentence from active to passive.**

**In active we can use any form of the main verb, either first second or third, but in the passive voice we have to use third form of the main verb.**

**Here it must be noted**

**that:** I becomes me  
We becomes us  
You remains you  
He becomes him  
She becomes her  
They becomes them  
It remains it.

**Simple present: am/is/are+ past participle**

I watch movies every week. - Active Voice

Movies are watched by me every week. - Passive Voice

We watch movies every week.

Movies are watched by us every week.

You watch movies every week.

Movies are watched by you every week.

**Simple Past: was/were+ past participle**

I watched a movie yesterday.

A movie was watched by me yesterday.

We watched a movie yesterday.

A movie was watched by us yesterday.

You watched a movie yesterday.

A movie was watched by you yesterday

**Simple Future: will+be+ past participle**

I will watch a movie tomorrow.

A movie will be watched by me tomorrow.

We will watch a movie tomorrow.

A movie will be watched by us tomorrow.

You will watch a movie tomorrow.

A movie will be watched by you tomorrow

**Present Continuous : am/is/are being+ past participle**

I am watching a movie now.

A movie is being watched by me now.

We are watching a movie now.

A movie is being watched by us now.

You are watching a movie now.

A movie is being watched by you now.

**Past Continuous : was/were being+ past participle**

I was watching a movie yesterday.

A movie was being watched by me yesterday.

We were watching a movie yesterday.

A movie was being watched by me yesterday.

You were watching a movie yesterday.

A movie was being watched by you yesterday.

**Future Continuous: will be being+ past participle**

I will be watching a movie at this time tomorrow.

A movie will be being watched by me at this time tomorrow.

We will be watching a movie at this time tomorrow.

A movie will be being watched by us at this time tomorrow.

You will be watching a movie at this time tomorrow.

A movie will be being watched by you at this time tomorrow.

**Present Perfect: have/has been+ past participle**

I have watched a movie today.

A movie has been watched by me today.

We have watched a movie today.

A movie has been watched by us today.

You have watched a movie today.

A movie has been watched by you today.

**Past Perfect : had been+ past participle**

I had watched a movie three years ago.

A movie had been watched by me three years ago.

We had watched a movie three years ago.

A movie had been watched by us three years ago.

You had watched a movie three years ago.

A movie had been watched by me three years ago.

**Future Perfect : will have been+ past participle**

I will have watched a movie by 6 pm tomorrow.

A movie will have been watched by me by 6 pm tomorrow.

We will have watched a movie by 6 pm tomorrow.

A movie will have been watched by us by 6 pm tomorrow.

You will have watched a movie by 6 pm tomorrow.

A movie will have been watched by you by 6 pm tomorrow.



## **Present/past/future perfect continuous tense**

**Normally ideas are not expressed in Passive Voice in this tense. Therefore it is better to avoid attempting a Passive Voice in any Perfect Continuous Tense.**

### **A case of double object.**

Certain sentences contain two objects. In such a case two passive sentences can be made using one object in each case.

The principal sent a telegram to Gopi.

A telegram was sent by the Principal to Gopi.

### **Active and Passive Voice Exercise**

Change the voice

1. Mohan reads novels..
2. He was praised by the teacher.
3. She has caught cold. .
4. The town was destroyed by an earthquake.
5. The teacher was pleased with the boy's work.
6. Did you abuse her?.
7. By whom were you taught French?
8. You will be given a ticket by the manager.
9. Who has written this letter?.
10. We will be blamed by everyone.
11. The trees were blown down by the wind.
12. The thieves were caught by the police.
13. They made him general.
14. We were received by the hostess.
15. The snake was killed with a stick.
16. The minister was welcomed by the people.

17. He was found guilty of murder.

18. This house was built by John Mathews in  
1991.

19. Did she win first prize'?

20. Have they pardoned her?

## EXERCISE

Name of the Student : .....

Registration No. : .....

### Signature of the Valuer

Name & Address :.....

.....

Q.1. Fill in the right degree of comparison in the blanks.

- i. The giraffe is ..... than the elephant.
- ii. This story is ..... interesting than the previous one.

Ans. ....

.....

Q.2. Turn the following sentences into indirect speech.

- i. "What do you want?" She asked him.
- ii. "Do you come from China ?" said the prince to the girl.

Ans. ....

.....

Q.3. Change the following sentence from active to passive voice.

- i. Mohan reads novels.
- ii. She has bought a new dress.

Ans. ....

.....

Q.4. Change the following sentence from passive to active voice.

- i. The Minister was welcomed by the people.
- ii. This house was built by John Mathews in 1991.

Ans. ....

.....

Q.5. Change the following sentence from active to passive voice.

- i. Did she win first prize?
- ii. Have they pardoned her ?

Ans. ....

.....



**CORRESPONDENCE COURSE**

**MADHYAMIK SHIKSHA MANDAL, M.P. BHOPAL  
DIPLOMA IN EDUCATION EXAMINATION**

**SECOND YEAR  
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SUBJECT – ENGLISH  
UNIT – IV**

**Topic :**

**4. VOCABULARY AND WORD FARMATION**

- 4.1 Synonyms and antonyms
- 4.2 Homophones
- 4.3 One-word substitution
- 4.4 Changing the word category (missing)

## 4. VOCABULARY AND WORD FARMATION

### 4.1 SYNONYS AND ANTONYMS

#### **Introduction:**

An Antonym is a word which means the opposite of the word.

Here is a list of the some antonyms:

absence	presence
accept	refuse
advantage	disadvantage
alive	dead
always	never
ancient	modern
answer	question
approval	disapproval
approached	disapproval
abundant	scarce
admit	deny
advance	retreat, retire
artificial	natural
arrival	departure

ascend	descend
attack	defend
attractive	repulsive
attention	distraction
asleep	awake
ally	enemy
agree	disagree
bad	good
backward	forward, onward
bend	straighten
beautiful	ugly
beginning	ending
below	above
bent	straight
big	small, little
blunt	sharp
better	worse
best	worst

blame	praise
bless	curse
bitter	sweet
borrow	lend
bravery	cowardice
build	destroy, demolish
bold	timid, meek
bright	dull
broad	narrow
clear	vague, cloudy
careful	rash, careless
calm	troubled
capable	incapable
captivity	freedom, liberty
cellar	attic
cheap	dear, expensive
close	distant
clever	stupid

cold	hot
combine	separate
clockwise	anti-clockwise
correct	incorrect
conceal	reveal
come	go
common	rare
comfort	discomfort
courage	cowardice
cruel	kind
courteous	discourteous, rude
cunning	simple
dainty	clumsy
danger	safety
dark	light
deep	shallow
decrease	increase
definite	indefinite



demand	supply
despair	hope
disappear	appear
disease	health
discourage	encourage
dismal	cheerful
doctor	patient
dry	wet
dull	clear, bright
dusk	dawn
early	late
easy	difficult
east	west
economies	waste
encourage	discourage
entrance	exit
employer	employee
empty	full

excited	calm
end	beginning
expand	contract
expensive	inexpensive, cheap
export	import
exterior	interior
external	internal
fail	succeed
false	true
feeble	sturdy, strong, powerful
foolish	wise
fast	slow
few	many
famous	unknown
forelegs	hind legs
fat	thin
find	lose
first	last

freedom	captivity
fold	unfold
frequent	seldom
forget	remember
found	lost
fresh	stale
friend	enemy
fortunate	unfortunate
frank	secretive
full	empty
generous	mean
gentle	rough
gather	distribute
glad	sorry
gloomy	cheerful
giant	dwarf, pygmy
granted	refused
great	minute, small, little

guardian	ward
guest	host
guilty	innocent
happy	sad, miserable
hard	soft
harmful	harmless
hate	love
healthy	unhealthy, ill, diseased
here	there
heavy	light
height	depth
hero	coward
hill	valley
horizontal	vertical
hinder	aid, help
honest	dishonest
humble	proud
hunger	thirst

imitation	genuine
immense	tiny, minute
imprison	free
include	exclude
increase	decrease
inhabited	uninhabited
inferior	superior
inside	outside
intelligent	unintelligent, stupid
inhale	exhale
interior	exterior, outside
interesting	uninteresting, dull
internal	external
intentional	accidental
joint	separate
junior	senior
justice	injustice
king	subject

knowledge	ignorance
laugh	cry
lawful	unlawful
lazy	industrious, energetic
land	sea
landlord	tenant
large	little, small
last	first
lawyer	client
lecturer	student
lender	borrower
lengthen	shorten
left	right
less	more
light	dark, heavy
like	dislike, unlike
likely	unlikely
leader	follower

little	large, much, big
lofty	lowly
long	short
loud	soft
loss	find, win
low	high
loyal	disloyal
mad	sane
magnetize	demagnetize
master	servant
mature	immature
maximum	minimum
me	you
merry	mirthless, sad
minority	majority
miser	spendthrift
misunderstand	understand
narrow	wide

near	far, distant
neat	untidy
new	old
night	day
noisy	quiet
north	south
obedient	disobedient
odd	even
offer	refuse
open	shut
optimist	pessimist
out	in
parent	child
past	present
patient	impatient
peace	war
permanent	temporary
please	displease



plentiful	scarce
poetry	prose
possible	impossible
poverty	wealth
powerful	feeble, weak
polite	impolite, rude
private	public
prudent	imprudent
pretty	unsightly, ugly
pure	impure
qualified	unqualified
rapid	slow
regularly	irregularly
rich	poor
right	wrong, left
rigid	pliable, soft
rough	smooth
satisfactory	unsatisfactory

security	insecurity
scatter	collect
serious	trivial
second-hand	new
sense	nonsense
shopkeeper	customer
singular	plural
simple	complicated
slim	thick, stout
solid	liquid
sober	drunk
speaker	listener
sour	sweet
sorrow	joy
sow	reap
stand	lie
straight	crooked
strong	weak

success	failure
sunny	cloudily
take	give
tall	short
tame	wild
teacher	pupil
thick	thin
tight	slack, loose
top	bottom
transparent	opaque
truth	untruth, lie
up	down
vacant	occupied
valuable	valueless
victory	defeat
virtue	vice
visible	invisible
voluntary	compulsory

vowel	consonant
wax	wane
wisdom	folly
within	without

**Exercise-10**

Supply correct antonyms of the following:

- (i) arrival \_\_\_\_\_
- (ii) beautiful \_\_\_\_\_
- (iii) courage \_\_\_\_\_
- (iv) entrance \_\_\_\_\_
- (v) forget \_\_\_\_\_
- (vi) humble \_\_\_\_\_
- (vii) rapid \_\_\_\_\_

----000----

## SYNONYMS

**Synonyms** are different words with almost identical or similar meanings. Words that are synonyms are said to be **synonymous**, and the state of being a synonym is called **synonymy**. On the other hand, Antonym is a word opposite in meaning to the word. For example 'Fast' is an antonym of 'slow.' Here is a list of important words in English with their synonyms in English:

Word	Synonym	Synonym
abandon	discard	vacate
accord	agree	grant
adversity	difficulty	misfortune
affluent	plentiful	rich
aggravate	annoy	infuriate
alleviate	lighten	mitigate
amiable	agreeable	favourable
anguish	distress	sorrow
apathetic	dispirited	lifeless
arrogant	disdainful	imperious
astonish	confound	overwhelm
atrocious	appalling	detestable
augment	add	enlarge
avoid	ignore	shun
awkward	graceless	inept
baffle	confuse	deceive
banal	common	plain
barren	desolate	sterile
berate	criticize	disapprove
betray	deceive	fool
bias	inclination	predispositi
bitter	acid	sour
blend	combine	mix
bliss	happiness	joy
bluff	boast	feign
bold	daring	fearless
bonus	award	gift
bother	annoy	irritate
brief	concise	short
brilliant	clever	intelligent
brisk	fast	swift
budget	allot	plan

candid	honest	truthful
caricature	cartoon	imitation
casual	informal	natural
category	classific	division
cease	desist	stop
chaotic	disordered	messy
cherish	esteem	love
circumvent	avoid	go around
commemorat	celebrat	honor
compensate	balance	recompen
competent	able	capable
conceive	design	plan
confirmation	acknowl	proof
contradict	deny	oppose
contribution	donation	grant
courteous	polite	well-
craving	desire	longing
credulous	confiden	trustful
damp	moist	wet
dare	challeng	defy
decay	decline	rot
decent	honorab	pure
dense	filled	packed
designate	name	select
detain	hold	keep
disclose	announc	reveal
dogma	belief	view
durable	constant	lasting
dwindle	abate	diminish
eager	earnest	keen
eccentric	abnorm	idiosyncr
elaborate	embellis	enhance
emanate	arise	radiate
embezzle	purloin	steal
eminent	distingui	prominent
encourage	foster	induce
endure	last	persist
essential	cultured	learned
essential	basic	necessary
estimate	guess	predict
evaluate	appraise	judge
	cheerful	zestful
	definite	specific
	exacting	particular

	alliance	band
feeble	helpless	infirm
fervor	intensity	passion
feud	argument	dispute
filth		squalor
flatter	complim	praise
fleet	nimble	swift
	inconseq	trivial
frugal	prudent	saving
		outraged
		unselfish
		real
glare		glisten
	cheerless	dim
goad	provoke	badger
grasp		hold
greed	avarice	longing
	assure	pledge
guile	cunning	deceit
	credulous	unsuspici
		regular
	disability	disadvant
harass		disturb
		inoffensiv
harsh		coarse
hasty	abrupt	hurried
	arrogant	pretentio
	humble	shame
		sanitation
	duplicity	falseness
ideal		perfection
idle		unoccupi
		unintellig
		rambling
	eminent	famous
imitate	copy	reflect
immense	huge	mammoth
impartial	candid	imperson
impatient	anxious	eager
implicate	accuse	insinuate
importune	beg	solicit
inadvertent	accident	unintenti
indifferent	apatheti	disinteres
isolate	detach	quarantin

jargon	argot	slang
jovial	genial	merry
judge	estimate	referee
justification	excuse	reason
juvenile	adolesce	immature
keen	clever	observant
label	brand	classify
labor	toil	work
lead	direct	proceed
lean	slim	thin
leave	abandon	desert
liberal	copious	unrestrai
liberal	lenient	open-
limitation	boundar	constrain
lucid	clear	understa
lucky	auspicio	fortunate
mad	furious	irate
manage	administ	control
manipulate	control	shape
marginal	borderli	limited
match	agree	correspon
maze	complexi	labyrinth
meditate	ponder	think
memorial	comme	monume
mention	allude	refer to
merge	blend	fuse
narrow	confined	restricted
nature	aspect	character
necessary	mandato	requisite
negate	co	ref
neglige	ca	
negotia	bargain	deal
nice	affable	
noble		dist
novice		nonprofessional
nuisan		
obedie	faithful	
objecti		
obligat	compulsory	
observe	notice	
obviou	conspicuous	



offend	an	
offer	bi	proposal
omen	premonition	
omit		
opport	advantageous	aus
pacify		
pain	ac	dis
paramo	ch	
partisa	biased	
passive		
pause	br	
permea	diffuse	dis
perpet	endure	
perplex		
persec	aff	
radiate	eff	
radical	ba	fun
range	an	
rank	arrange	
realize	accomplish	
recalcit		
recepta		
reconci	at	
regret		
reliable	dependable	tru
sanctio		
scope	ai	

section	division	portion
settle	adjust	comprom
shallow	superficial	trivial
shrewd	careful	calculati
significant	distinctive	importan
slight	delicate	slender
spontaneous	imprompt	unplanne
spread	announce	broadcas
stabilize	balance	steady
tame	domesticat	subdue
tangle	intertwine	twist
temper	mood	nature
tendency	inclination	trend
term	cycle	duration
thrift	conservati	prudence
tough	aggressive	unyieldin

transfer	convey	exchange
tumult	agitation	commoti
turbulent	disordered	violent
vain	boastful	inflated
valid	authorized	legitimat
variety	assortmen	diversify
verify	authentica	substanti

## **HOMONYMS**

A homonym is, in the strict sense, one of a group of words that share the same spelling and the same pronunciation but have different meanings. Thus homonyms are simultaneously homographs (words that share the same spelling, irrespective of their pronunciation) and homophones (words that share the same pronunciation, irrespective of their spelling).

The most commonly used type of homonym are words that sound the same but have different spelling - known as homophones. There are many pairs of these - 'great' and 'grate', and so on. Less common, but still plentiful, are those words that have the same spelling and pronunciation but different meaning - homographs. For example, those words that exist both as nouns and verbs, like 'fish'.

Here are a few examples of homonyms:

aid - to help or assist

aide - assistant

affect - change

effect - result or consequence

air - atmosphere (the stuff we breathe)

err - to make a mistake

aisle - walkway

isle - island

allowed - permitted

aloud - out loud

ant - picnic pest

aunt - relative, as in your mom's sister

arc - curve

ark - Noah's boat

ate - chewed up and swallowed

eight - number after seven

bare - uncovered

bear - grizzly animal

base - bottom part

bass - deep or low sound

be - to exist

bee - buzzing insect

beach - sandy shore

birch - type of tree

beat - to pound  
beet - type of edible plant

berth - tie up  
birth - to be born

bite - nibble  
byte - 8 bits (computer data)

blew - past of blow  
blue - color of the sky  
boar - pig  
bore - not interesting  
bore - to drill  
borough - area or district  
burrow - dig through  
bow - bend or curtsy  
buoy - floater  
brake - stop pedal  
break - smash  
bread - bakery food  
bred - form of breed

broach - mention  
brooch - pin

brows - eyebrows  
browse - look around

buy - purchase

by - beside

cell - compartment

sell - vend

cent - penny coin

sent - did send

cereal - breakfast food

serial - sequential

chord - musical tone

cord - rope

cite - quote

site - location

sight - view

complement - enhance; go together

compliment - praise

council - committee

counsel - guidance

creak - squeak

creek - stream of water

crews - gangs

cruise - ride on a boat

dear - darling  
deer - woodland animal  
dew - morning mist

do - operate  
due - payable

die - cease to exist  
dye - color

doe - female deer  
dough - uncooked bread

dual - double  
duel - battle

ewe - female sheep  
you - second-person personal pronoun

eye - sight organ  
I - me

fair - equal  
fare - price

fairy - elflike creature with wings  
ferry - boat

feat - achievement  
feet - plural of foot

fir - type of tree

fur - animal hair

flea - small biting insect

flee - run

flew-did fly

flu-illness

flour - powdery, ground up grain

flower - blooming plant of a plant

for - on behalf of

fore - front

four - one more than three

forth - onward

fourth - number four

knew - did know

new - not old

groan - moan

grown -- form of grow

hair - head covering

rabbit-like animal



hall - passageway

haul - tow

halve - cut in two parts

have - possess

heal - mend

heel - back of foot

hoarse - croaky

horse - riding animal

hole - opening

whole - entire

holy - divine

wholly - entirely

hour - sixty minutes

our - belonging to us

knead - massage

need - desire

knot-tied rope

not - negative

know - have knowledge

no - opposite of yes

lead - metal

led - was the leader

lessen - make smaller

lesson - class

loan - lend

lone - solitary

made - did make

maid - servant

mail - postage

male - opposite of female

marry - to wed

merry - very happy

meat - animal protein

meet - encounter

none - not any

nun - woman who takes special vows

oar - boat paddle

or - otherwise

ore - mineral

one - single

won -- did win

pail - bucket

pale - not bright

pain - hurt

pane - window glass

peace - calm

piece - segment

peak - highest point

peek - glance

plain - ordinary

plane - flight machine

plane - flat surface

pole - post

poll - survey

poor - not rich

pour - make flow

pray - implore God

prey - quarry

principal -- most important

principle - belief

rain - water from sky

rein - bridle

rap - tap

wrap - drape around

real - factual

reel - roll

right correct; not left

write - scribble

role - function

roll - rotate

rose - flower rows

- lines

sail - move by  
wind power sale -  
bargain price

scene - landscape  
seen - viewed

sea - ocean  
segment see -  
observe with eyes

seam -joining edge  
seem - appear

sew - connect with  
thread so - as a  
result sow - plant

soar - ascend sore  
- hurt place

sole - single soul -  
essence

some - a few sum -  
amount

steal - swipe steel -  
alloy

tail - animal's  
appendage tale -  
story

their - belonging to  
them there - at  
that place

vary - differ very -  
much

waist - area below  
ribs waste -  
squander

wait - kill time  
weight -  
measurable load

war - battle wore -  
did wear

warn - caution worn - used

way - path

weigh - measure mass

weak - not strong

week - period of seven days

weather - climate whether - if

which - that witch - sorcerer

## **One Word Substitution**

One word may often express the idea of a phrase. Here are some common one word substitutes.

1. Egoist (also Egotist): a person who is selfish, self absorbed and self centered
2. Epitaph: inscription on a tombstone
3. Fatalist: one who believes in the philosophical doctrine of fatalism
4. Aristocracy: people of noble families or the highest social class. Also, government of a country by a small group of people, especially hereditary nobility
5. Atheist: a person who does not believe in God or deities
6. Amphibian: a land animal that breeds in water
7. Ambiguity: an expression or statement that has more than one meaning
8. Autobiography: an account of somebody's life written by that person
9. Biography: an account of somebody's life written by another person
10. Cannibal: somebody who eats human flesh
11. Mercenary: somebody who works or serves only for personal profit. Also, a professional soldier paid to fight for an army other than that of his or her country
12. Misogynist: a person who hates women
13. Misogamist: a person who does not believe in the institution of marriage
14. Soporific: a drug or other substance that induces sleep
15. Omniscient: a person who knows everything



16. Omnivorous: an animal or a human being that eats any kind of food
17. Omnipotent: a person who has power over all
18. Panacea: a supposed cure for all diseases or problems
19. Parasite: a person supported by another and giving him/her nothing in return
20. Impervious: a person who remains unmoved and unaffected by other people's opinions, arguments or suggestions
21. Illiterate: a person who cannot read or write
22. Infallible: incapable of making a mistake
23. Infanticide: the killing of an infant
24. Honorary: holding an office awarded as an honour and receiving no payment for services provided in that office
25. Idolatry: the worship of idols or false gods
26. Inflammable: something that is quickly and easily set on fire and burned
27. Epicure: somebody who is dedicated to sensual pleasure and luxury
28. Epidemic: an outbreak of a disease that spreads among a group of people quickly
29. and extensively
30. Fanatic: somebody who has extreme and sometimes irrational enthusiasms or beliefs, especially in religion or politics
31. Feminist: a believer in women's rights
32. Herbivorous: an animal that eats only grass or other plants
33. Fratricide: the crime in which somebody kills his or her own brother
34. Matricide: the act of murdering one's own mother
35. Patricide: the act of murdering one's own father

36. Convalescence: the gradual return to good health after a period of illness or medical treatment
37. Endemic: a disease that occurs within a specified area, region or locale
38. Anarchist: a person who rejects the need for a system of government in society and proposes its abolition
39. Ambidextrous: a person who is able to use both hands with equal skill
40. Alimony: financial support to ex-wife
41. Amateur: a person who does something for pleasure rather than for pay
42. Aborigines: original inhabitants of a place
43. Circumlocution: the indirect way of saying something
44. Arbitrator: somebody designated to hear both sides of a dispute and make a judgment
45. Autocracy: rule by one person who holds unlimited power
46. Edible: fit for eating
47. Potable: fit for drinking
48. Belligerents: nations engaged in war
49. Fastidious: a person who is concerned that even the smallest details should be just right
50. Somnambulism: sleepwalking
51. Stoic: a person who is unaffected by emotions
52. Theist: a person who believes in the existence of God
53. Transparent: a substance that allows light to pass through with little or no interruption so that objects on the other side can be clearly seen
54. Verbatim: corresponding word for word translation
55. Prosecute: take legal action against somebody
56. Pugnacity: inclined to fight or be aggressive

57. Valetudinarian: somebody who is excessively concerned with his or her own health
58. Widower: a man whose wife has died
59. Widow: a woman whose husband has died
60. Polygamy: the custom of having more than one spouse at the same time
61. Polyandry: the custom of having more than one husband at the same time
62. Triennial: taking place once every three years
63. Usurer: somebody who loans money to other people and charges them exorbitant or unlawful interest on it
64. Usurper: a person who seize something without the right to do so
65. Philanthropist: a person who helps others, especially those who are poor and in trouble
66. Plutocracy: the rule of a society by its wealthiest people

**EXCERSICE**

Name of the Student : .....

Registration No. : .....

**Signature of the Valuaer**

Name & Address :.....

.....

Q.1. Supply Correct antonyms of the following :

i. Arrival .....

ii. Beautiful .....

iii. Courage .....

iv. Entrance .....

Q.2. Supply one word substitution for the following phrases.

i. Inscription on a tombstone

Ans. ....

ii. A land animal that breeds in water.

Ans. ....

Q.3. Supply the correct phrases for the following one words.

i. Omniscient

Ans. ....

ii. Potable

Ans. ....

Q.4. Supply the correct meaning on the following Homonym

i. Affect :

Ans. ....

ii. Effect :

Ans. ....

Q.5. What is a homonym? Supply the correct definition.

Ans. ....

.....



**CORRESPONDENCE COURSE**

**MADHYAMIK SHIKSHA MANDAL, M.P. BHOPAL  
DIPLOMA IN EDUCATION EXAMINATION**

**SECOND YEAR**

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**SUBJECT – ENGLISH**

**UNIT – V**

Topic :

**5. Writing and reading Skills**

- 5.1 Development Topic sentences into paragraph.
- 5.2 Expansion of an outline or an idea.
- 5.3 Writing formal and informal letter.
- 5.4 Note mapping
- 5.5 Report writing
- 5.6 Preparing Bio-data
- 5.7 Reading Comprehension

## **5. Writing and reading Skills**

### **5.1 Developing Topic Sentences into Paragraph and expansion of an outline or an idea.**

A paragraph is a group of sentences expressing a series of connected thoughts upon a single topic. Sentences are so organized that at the end of a paragraph they all look as if they are knit into an organic whole. The idea, the theme, the argument or the main point of the topic is sufficiently amplified in the body of the paragraph. It can stand by itself because it is the development of a single main thought, idea or experience.

#### **Essential Features of a good paragraph**

Let's discuss about the essential features of a good paragraph :

1- Unity.

All the sentences in the paragraph must bring out only one main fact, thought or idea.

2- Coherence.

Example or events which have no bearing on the topic must be avoided. The paragraph must bring out (point by point) logical development of the topic.

3- Emphasis.

In order to create a proper impression on the reader, each

sentence should be given its due importance and emphasis. The key sentence of the paragraph should, as far as possible, be the first sentence. We must frame it in such a way that it immediately arrests the reader's attention. Our arguments should be expanded on the basis of the key sentence and the paragraph should be given a striking conclusion.

4- Variety.

All the sentences framed in a paragraph should not be of the same length or follow the same structure. otherwise, they will appear monotonous.

**Some practical hints :**

- 1- One must devote enough time thinking over and grasping the exact meaning, significance and implication of the given topic.
- 2- Arrange your ideas and write down the important points in the logical order in which they should be developed. There should be no omission, no repetition, and no digression.
- 3- The paragraph should begin with a striking to express the main idea and to arouse to reader interest.
- 4- The sentences should be arranged in a logical order and the paragraph should end with a sentence which sums it up.

- 5- When you have to develop an argument as to lead to the climax towards the end.
- 6- A paragraph should read as a complete and coherent piece of composition couched in an engaging style.

Here are some examples of some topics sentences which have been developed into paragraphs.

Example number – 01

**No pains, No gains**

Only those who work hard get glory and success in life. Nothing great can be achieved without efforts. Napoleon once said, "God is on the side of the brave armies." It is true that God also appreciates those who labour hard. There is no royal road to success. A student can never come out with flying colours unless he has really worked hard throughout the year. A farmer cannot reap a rich harvest without putting his utmost efforts while working in the fields. A lawyer cannot defend his clients if he does not work hard at his law books. Prosperous businessmen have to work hard to earn fat profits. Scientists keep toiling continuously for year and only then do they make great inventions. Let us all remember that there are 'no gains' in life without pains.

Example number - 02

**The best way to serve God is to serve humanity**



The service of mankind is the service of God. There is not a single religion which does not preach the ideal of service to humanity. The idea that God loves those who love their fellowmen is rightly brought out by the famous poet Leigh Hunt in his poem about Ben Adam. In a 1 J dream Abous saw an angel preparing a list of those who loved God. Abou's name did not figure in this list. But since he loved his fellow men, his name was put at the top in the list of those whom god had blessed. Mother Teresa was a living example of a lady who had dedicated her life to the service of the poorest of the poor, the dying and the destitute. For her noble deeds she is praised throughout the world. Jesus once told the people, "I was given hungry you gave me foods, I was thirsty and you gave me drink." What is given to man is directly given to God.

Examples of paragraphs with hints or a stimulus

**We are happier than our forefathers.**

Life more comfortable..... forefather would wonder at the changes no medical facilities..... died premature deaths..... movement difficult ..... illiterate and Superstitious ..... natural calamities fury of gods .....luxurious life with advancement of science world easily accessible ..... man thinks rationally ..... solves problems easily..... hygienic conditions ..... longer span of life ..... better position ... happier than forefathers.

Life is more comfortable and worth living in today's world than ever before. If our forefathers happened to visit us today, they would be wonderstruck to notice the significant changes brought about by the advancement in science and technology. In the absence of medical facilities, our forefathers died premature deaths. Their movement was restricted, as there were no means of communication and conveyance. Being superstitious and illiterate, they believed that calamities were a result of the fury of the gods. Today, with the advancement of science, we are leading a luxurious life and enjoying all the amenities like T.V., air-conditioners, refrigerators, etc., which are a gift of science. With the invention of fast-moving planes the entire world has become easily accessible to us. Education has enabled man to think rationally so that he can easily solve any problem related to his life. Medical science and hygienic conditions are helping him to enjoy a longer span of life. Thus the man of today is definitely in a better position and is far happier than his forefathers.

## **EXERCISES**

### Exercise

With the help of the notes given below write a paragraph on :

### **WOMEN AS BRAVE AS MEN**

"Woman's place is at home" a meaningless saying ..... "fair sex" no longer "protected species"..... respectable position in society..... honoured in any field of life..... examples of great women in history..... good administrator ..... examples, praiseworthy politicians..... examples ..... defense, police force now open to them ..... move fighter pilots, drivers ..... wherever a man, woman not far behind.

Questions :

Here are some topics. Write a paragraph on each in about 100-150 words.

- (1) No pains, No gains
- (2) The best way to serve God is to serve humanity.
- (3) Practice makes a man perfect.

### **5.3 LETTER - WRITING**

#### **(A) Classification of letters :**

Letter may be classified as follows :

1. Personal letters : (informal letter)

Personal letters are informal letter written to friends, relatives and acquaintances.

2. Business and formal letters

Those written to firms, newspapers, principals of educational institutions professional men, officials and to people not personally known are formal letters. As these letters are impersonal, the language used is simple and clear.

#### **(B) Form or format of a letter :**

A letter generally has seven parts. These parts can be placed in various positions on the page. The most popular format these days we shall discuss shortly.

**1. The address**

The position of the writers' address in a letter is the top left-hand corner of the page.

**2. The date**

The date should be written in full above the salutation. For example, July 15, 2011  
or 15 July 2011.

### **3. The salutation**

In the letter given, Dear Ritika is the salutation. The form of salutation varies from person to person depending on the degree of intimacy with the person addressed.

(a) To members of the family - My dear father, dear father, etc.

(b) To friends - Dear joy, My dear Mona, etc.

(c) To businessmen - Dear sir, Dear sirs, etc.

(d) To officials - sir or madam

### **4. The Body :**

This is the main part of the letter. It should be divided into paragraphs according to the subject matter and should be written in clear and simple language.

It includes an introduction, which gives the reason for the letter the main information and a conclusion which contains a polite wish.

### **5. The subscription**

It is written to the left below the body of the letter. It is a polite, courteous leave talking before the letter is ended. It must correspond to the salutation.

(a) To relatives - yours affectionately or yours affectionate son/brother/sister

(b) To friends - yours sincerely or your sincere friend.

(c) To strangers businessman or officials - yours faithfully

(c) To newspapers - yours truly

## **6. The signature**

The writer should put his name or signature (with designation in business and official letters) below the subscription.

## **7. The subscription**

This is the address, on the envelope, of the person the letter is written to, the address should be legible, clear, correct and complete.

## THE FORMAT OF A LETTER

Vidya Sadan  
1, Haily Road,  
New Delhi - 110 001

January 15, 2012

Dear Ritika

It is long since you called on me

.....  
.....  
.....

Your Sincerely

Signature

Address of the person to whom the  
letter is addressed to be placed on  
the envelope

### Examples

#### Personal Letters

Q. 1 Write a letter to your father requesting him to send  
Rs. 1000/- for hostel fees and some books.

Ans :

Room No-10, Boys hostel  
Govt. college of Education,

Ujjain

5/06/2011

Respected Father

You would be glad to know that I secured good percentage in my recent examination. Presently I am running short of funds. kindly send me Rs. 1,000/- to pay my hostel fees and also purchase some books.

Please convey my regards to mother and good wishes to amit.

Yours lovingly

Sumeet.

### **FORMAL LETTER**

Letter to the editor, Hindustan Times, Bhopal on the evils of child labour.

12, C.P.W.D. Colony,  
Kanchan Bagh,  
Indore

December 12, 2008

The Editor,  
The Hindustan Times,  
Bhopal

**Subject : Evils of child labour,**

Sir,



Through the columns of your esteemed newspaper I would like to create public awareness about a very serious contemporary problem which requires immediate attention of the concerned authorities and public.

Recently I saw a nine year old boy, Chintu working in a hotel. His miserable condition touched my heart. He was being abused frequently by the owner of the hotel. This is not a story of Chintu only There are innumerable children working in various places in such inhuman conditions throughout the country . Their lives have become a living nightmare because they are mercilessly exploited by the unscrupulous people in the society.

I request the concerned authorities to check all those places regularly, Where child labour is in practice. The responsible authorities and capable citizens should come out to think seriously about the rehabilitation of these unfortunate children. They should be given vocational training so that they may start earning and living respectfully.

Yours faithfully,

**Sushmita.**

### **APPLICATION**

Que : Write an application to the principal requesting him to grant you full fee concession.

**April 5, 2007**

**The Principal,  
St. George School,  
Model Town, Delhi**

Dear Sir,

I shall feel highly obliged if you kindly grant me full free ship. My father is a worker in a local factory and is earning a meager Rs. 4,500 per month. Being the only earning member in the family, he finds it difficult to support a large family of five members. My two younger brothers are also studying in other schools and I am afraid, if I am not granted free ship, I might be forced to discontinue my studies.

Like last year, this year also I have stood first in my class and have obtained 85% marks in the Annual Examination. I assure you to keep up my position in.

I sincerely hope that you will help me out.

Yours faithfully,

Pankaj Khanna.

EXERCISE - 01 Exercise with some hints.

With the help of the hints given below complete the letter to the Municipal Commissioner, Delhi Municipal Corporation complaining to him@ about the menace of stray dogs in your

locality.

Increase in the menace of stray dogs carry rabies danger to the public ..... bite Residents.....have to be vaccinated .....instruct dog squad removal of these dogs.

14, Jhilmil Colony,

Delhi

10 May, 2012

The Municipal Commissioner,

.....  
.....

Sub : Stray dogs in

Jhilmil Colony.

Dear .....

This is to inform you that ..... in..... our ..... Theybite..... Vaccinated.

It is therefore requested that

.....  
.....  
..... and.....  
.....

Yours .....

## EXERCISE - 02

### Questions :

- Q.1 Write a letter to your younger brother to study hard to obtain good percentage in High School Examination.
- Q.2 Write a letter to your father requesting him to send you Rs. 2000/- for college fees and also to buy some books.
- Q.3 Write a letter to the collector of your district to impose a ban on the free use of loudspeakers during examination.

### **Note making**

Note making is an advanced writing skill which is acquiring increasing importance due to It is infact the way to understand a given passage. very clearly and to be able to communicate its gist to those who need it. It is of great practical importance in the busy world of today. Business executives, politicians etc. who have little time to spare to read the long report and other documents depend upon their secretaries to make a summary of such things for them.

### **Note making involves the ability to :**

- (i) identify the topic of the text.
- (ii) identify the topic sentences of the text.
- (iii) identify the supporting details of the main idea.

### **How to make notes :**

1. Read the passage carefully.
2. Heading.
  - (i) Find out what is the main idea of the passage.
  - (ii) Give a heading or title based on the central idea.
  - (iii) Write it in the middle of the page.
3. Sub-Headings
  - (i) First you must find out how the main idea has been presented and developed.
  - (ii) Whether there are two or three sub-ordinate ideas.
  - (iii) Now you have to frame sub-heading based on these.
4. Points

Find out if there are further details or points of the subtitles that you wish to keep in the notes. These are called points. Points may have sub-points.
5. All sub-headings should be written at a uniform distance from the margin.
6. Indenting - point should also maintain the same distance away from the margin.
7. You are not advised to write full sentences abbreviation may be used.

### **Some suggestions regarding abbreviations :**

- (i) First few letter eg. Adjectives as Adj. Examination as Exam.
- (ii) First few + last letter
- (iii) First + last letter  
eg. Dr, Tr for doctor, teacher (do not put do at the end)
- (iv) Omitting/all/most of the vowels  
eg. learner as Irrnr, development as dvlpmnt
- (v) Re-tuning only prominent letter  
eg. Trademark as TM
- (vi) Common symbols i.e. (that is)  
+ve (positive), -ve (negative), = (is equal to),  
> (greater than), < (smaller than)
- (vii) Common abbreviations  
Sc (for Science), Mr, Mrs, Govt,
- (viii) First letter of the word  
eq., U.P., M.P., U.N.O. etc.

III. Your note should look like this.

These notes may be numbered as

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ or  
a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

Suggested steps for note  
making. Reading

- 1. Sub-heading
  - 1.1 Point
  - 1.2 Point

- 1.3 Point
  - 1.3.1 sub-point
  - 1.3.2 Sub-point
- 2. Sub-heading
  - 2.1 Point
  - 2.2 Point
- 3. Sub-heading
  - 3.1 Point
  - 3.2 Point

### **SOLVED EXAMPLE**

Read the following passage carefully and answer the questions that follows.

Yet another great defect of our civilization is that it does not know what to do with its knowledge. Science, as we have seen, has given us powers fit for the gods. yet we use them like small children.

For example. we do not know how to manage our machines. Machines as I have already explained, were to be men's servants ; yet he has grown so dependent on them that they are in a fair way to become his masters. Already most men spend most of their lives looking after and waiting upon machines and the machines are very stren masters. They must be given petrol to drink and oil to wash with and must be kept at the right temperature. And if they do not get their meals when they expect them,

they grow sulky and refuse to work, or burst with rage and blow up, and spread ruin and destruction all round them. So we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without machines, and a time may come when they will rule us altogether, just as we rule the animals.

Q.1. Make notes on the above passage. Write recognizable abbreviation where possible.

Q.2. Give the passage a suitable title.

Answer :

Title : Defect of our civilization.

Note

1. Misuse of knowledge.
  - 1.1 Sc has given great power.
  - 1.2 man hardly knows – how to use.
2. Mismanagement of machines
  - 2.1 Meant to be man/s servants
  - 2.2 becoming his mstrs.



## **EXERCISE - 01**

### **UNSOLVED PASSAGE - 01**

Q. Read the following passage carefully and make notes using recognizable abbreviations where possible.

Give the passage a suitable title.

1. A tree is a woody plant usually with a single stem. A large area well covered with woody plants is a forest. The woody plants called shrubs and bushes are smaller than trees and have usually more than one main stem. Trees are the largest living things on the earth, and they live longer than any animal. The tallest trees are the *mountain ashes* which have grown to well over 300 feet. The oldest trees are the *Californian pines*, some of which are more than 4,500 years old. The age of a tree can be told by counting the rings in the trunk. In most kinds of temperate trees (those which grow in neither very hot nor very cold climates) new wood is formed every year in a layer outside the wood of previous year. The layers of wood, as seen on the cut end of a felled tree, are circular and are called annual rings. Each ring in the trunk of the wood represents one year of the tree's life. In a year of good rainfall, the ring formed is wider than one formed in the drier year. A record of rainfall can thus be read in tree rings.

2. Trees are important to our world for a number of reasons. Like all green plants, they build up their food by the process known as photosynthesis. The by-product of this process is oxygen which human beings and other animals take from the atmosphere as they breathe. That is why the great forests have been called the 'lungs of the world'. They make much of the oxygen we need to live.

### **EXERCISE - 02**

#### **UNSOLVED PASSAGE - 02**

**5.** Read the following passage carefully. Then answer the questions given at the end.

1. The word "petroleum" comes from the Latin phrase *petra oleum*. The word *petra* means "rock" and *oleum* means 'oil'. Thus 'petroleum' means oil that forms underground and is obtained from wells sunk into the ground.
2. Petroleum and its products are of great importance to modern life. These products include gasoline (petrol), Kerosene (paraffin), diesel oil, fuel oil, lubricants, bitumen and wax. No industrialist can do without them. Petrol is used in motor cars. Kerosene is used in oil lamps. Diesel oil is used in diesel engines for buses, lorries and ships, Fuel oil is burned to make steam in the boilers of steam ships and in furnaces

of many kinds, such as used in the manufacture of steel, glass and pottery. Lubricants are the oils and greases needed to make machinery of any kind run smoothly and easily. Bitumen is used in asphalt black sticky substance used for making roads.

3. Petroleum was probably formed from dead plant and animal life of the seas. The dead remains decayed on the seabed until only fatty and oily substances were left. These substances became buried under mud as time went on; the mud was squeezed into a layer of rock, while the oily substances were changed into petroleum and gas.
4. The oil seldom remained in the rock where it was formed. Sometimes it travelled many miles through pores in the rock until it met a hard, non-porous rock which it could not get through. Here, trapped beneath a cap of non-porous rock, the oil can be found contained in the lower surface, like water in a sponge. only drilling can prove that oil exists in a particular place.

Q. 1 Make notes on the above passage with recognizable abbreviations.

Q. 2 Give a suitable title to the above passage.

## **5.5 REPORT WRITING**

### **Introduction :**

A report is the description of an event or a situation meant for a particular person or a group of persons reports about events, accidents, burglaries, matches etc are. often published in newspapers. They are meant for their readers. Reports of events like the annual day, the sports day, etc are published in school magazines (Now newspapers also cover such events) These reports are meant for the students and their parents. We also have students' progress reports, sale reports, etc. These reports are prepared for specific people.

Report can broadly be classified as information and analytical.

### **Information report**

An informational report presents facts of a case, a problem, survey events in a factual, precise, clear and objective way without any analysis, interpretation or recommendation. While writing informational report, the writer collects, compiles and organizes ideas or facts and writes in a systematic and organized way.

**Examples :** Conference reports, seminars reports, trip reports ect. **Analytical report :**

An analytical report presents data with interpretation and

analysis. The report writes the facts of a case, problem, survey event or situation objectively and puts forward conclusion, inferences and recommendations.

### **FORMAT OF A REPORT**

From : Senders name and designation (optional)
To : Receiver's name and designation
Date :
Suitable Title/Heading : It should be specific and catchy
Body : - opening paragraph to introduce the subject
Conclusion : - action taken/required - Recommendations (in analytical report) - Predictions (in analytical report)
Signature :
Name :
Designation :

### **EXAMPLE - 01**

You are an eye - witness to a road accident resulting in loss of human life and property. As a press reporter of national herald write a report in about 100 words.

## **A Road Accident**

Gwalior, 15<sup>th</sup> April 2011, (National Herald News Service)  
Gwalior is no more a safe city. Various accidents are reported everyday on the roads of the city. The terrible road accident is just on addition to the long list. A school bus collided with an oil tanker coming from the opposite direction. The accident took place near Jayendra ganj Police Station. The driver of the bus lost control of the speeding bus. The driver of the tanker tried to take a sharp turn. The school bus toppled over. The oil tanker caught fire. The conductor and a school boy died on the spot. Ten students received minor injuries. They were admitted to the nearby hospitals.

### **Glossary:**

Terrible - Horrible -

Collided - dashed -

Toppled over - Turned upside down

### **EXAMPLE - 02**

Using the information given in the input below write a report in about 100 words on an N.S.S. Camp you have attended recently.

### **Verbal inputs :**

NSS camp at Bairagarh, Bhopal (rural area) - 80 volunteers - planting trees - cleaning of drains - adult education literary - classes - cultural programme at evening schedule.

The NSS unit of Govt. Girls H.S.S. Bairagarh organized a camp at Bairagarh, Bhopal in the nearby village during the Dussehra Vacation. The camp lasted for fifteen days. Projects were identified. Volunteer were divided into four groups. Tasks were assigned to them. First of all five hundred saplings were to be planted. The second phase of the campaign was to educate the villagers about protection of the environment. The villagers were informed in detail about the dangers of degradation and pollution of the environment. Streets and drains were cleaned. The villagers participated in the cleaning drive enthusiastically. The greatest achievement of this camp was the successful completion of the adult literacy campaign.

### **EXERCISE**

- (1) Recently you attended a seminar on 'pollution control'. In the seminar the participants presented papers on 'How to control Pollution' which was followed by a discussion session. Prepare a brief report in 125 words suitable to be published in your college magazine.
- (2) You have visited a slum area in your city destroyed in a massive fire. Write a report on the tragic situation of these homeless to be published in a news paper.

## **5.6 WRITING BIO-DATA**

### **Introduction :**

Bio data or resume is an inventory of applicant's personal details, educational qualifications, specialized training, experience, skills, abilities, achievements, references and other relevant information. Do not forget that a well written bio-data attracts the attention of the employer instantly.

### **Parts of Bio-Data :**

The structure of Bio-data includes :

- (i) Heading or personal details
- (ii) Education
- (iii) Training
- (iv) Co-curricular activities
- (v) Special Skills
- (vi) Other activities
- (vii) Interests

On the following pages, here is a format of bio-data.

Study it carefully and then try to prepare your own Bio-data following the given hints.

### Bio-Data or Resume

Tanmay

23, Teachers Colony,  
Ujjain, Email-  
[tanmay@rediffmail.com](mailto:tanmay@rediffmail.com)



### **Personal Details**

Age                      26 years, 2 month (born 1 August, 1982)  
Health                  Excellent  
Marital Status : Unmarried  
Nationality :        Indian

### **Education :**

Year	Examination	Institution	Division/Rem
1999	Higher	Govt. School of	I Distinction
2003	B.E. (Computer	Indian Institute	I II position
2005	Master of	Indian Institute	I Specialized

### **Training :**

- Aug. 2003, management trainee B.S.N.L. Head Office, Bhopal
- Dec. 2005, Assistant Technical Manager, Prism Cement, Mumbai

### **Extra Curricular Activities :**

- Participated and won Silver Medal in National Swimming Championship in 1998.
- Participated in Public Speaking Competitions.

### **Special Skills :**

- Computer skills with proficiency in word processing, spread sheet and presentation application.
- Good written and oral skills in English.
- Good interpersonal communication skills.

Other Activities :

- + Member, Indian Management Association, Indore
- Secretary, HELPAGE, India

Other Interests :

- Listening light and classical music and singing.

**Signature**

**QUESTIONS :**

- (1) Prepare your Bio-data to be attached with your application to the deputy director of

Education for the post of lower division teacher.

**5.7 READING COMPREHENSION**

The object of comprehension is to list a student's ability to grasp the meaning of a passage accurately and also his ability to answer question to a correct clear and

coherent manner. Before attempting to answer the question on a given passage, one should read it carefully so that we get a general idea of the subject it deals with. When one has understood the passage thoroughly one should answer the questions in one's own words briefly and to the point.

### **Solved Passage**

**Here is a solved example for your better understanding. Read it carefully, then study thoroughly how answers are framed.**

A father one day asked his daughter, "what is the sweetest thing in the world?" "sugar!" said the elder daughter. "Salt," Said his younger daughter. Her father thought that she was making fun of him, but she stuck to her opinion. The father was obstinate, but so was his daughter, A quarrel broke out between them over this small matter, and he drove her out of the house, saying : "As you think that salt is sweeter than sugar, you had better find another home where the cooking is more to your taste."

It was a beautiful summer night, and as the pretty maiden sat singing sadly in the forest around her father's cottage, a young prince, who had lost the way while hunting the deer, heard her voice and came to ask her the

way. Then, struck by her beauty, he fell in love with her, took her home to his beautiful palace and married her.

The bride invited her father to the wedding feast, without telling him that she was his daughter. All the dishes were prepared without salt, and the guests began to complain as they ate the tasteless food. "There is no salt in the meat!" they said angrily.

"Ah," said the bride's father. "Salt is truly the sweetest thing in the world! But when my daughter said so, I turned her out of my house. If only I could see her again and tell her how sorry I am!"

Drawing the bridal veil aside from her face, the happy girl went to her father and kissed him. Now properly salted dishes were brought in and all the guests were satisfied.

### **Questions :**

A. Now answer the following questions :

1. What question did the father put to his daughters? What answers did the daughters give?
- 2, Whose answer did the father think to be right?
- 3, Why did the younger daughter stick to her opinion?

4, What made the father feel sorry for his behaviour towards his younger daughter?

B. Write T for true and F for false statements.

1. The father thought that his younger daughter was making fun of him.

2. The younger daughter was as rigid as her father.

3. The father drove his younger daughter out of the house because she had disobeyed him

4. The prince married the young girl because he took pity on her.

5. Salt is the "sweetest" thing in the world because it adds taste to the dishes we eat.

C. use these words in sentences of your own to bring out their meaning.

1, obstinate 2. satisfied

### **Answers**

---

A. 1. The father asked the two daughters, "what is the sweetest thing in the world?"

The elder daughter said, "It is sugar." The younger daughter said, "It is salt".

2. The father agreed with the elder daughter.

3. The younger daughter stuck to her opinion because she was totally convinced of the importance of salt.
  4. The father realised his mistake about the value of salt when he was served only saltless dishes. SO he felt sorry for his behaviour towards her.
- 

B. 1. 2. T, 3. F, 4. F, 5. F  
T,

- C. 1. The only child became obstinate owing to pampering on the part of her parents.
2. The hungry beggar was satisfied after having a full

### **EXERCISE - 01**

#### **UNSOLVED PASSAGE - 01**

Q. 1 Read the following passage carefully, answer the questions that follow.

I came in contact with animals far more in prison than I had done outside. I had always been fond of dogs, and had kept some, but I could never look after them properly as other matters claimed my attention. In prison I was grateful for their company. Indians do not, as a rule, approve of animals as household pets. It is remarkable that in spite of their general philosophy of non-violence to animals, they are often singularly careless and unkind to them. Even the cow, that favoured animal, though looked up to and almost worshipped by many

Hindus and often the cause of riots, is not treated kindly. Worship and kindness do not always go together.

Different countries have adopted different animals as symbols of their ambition or character - the eagle of the United States of America and of Germany, the lion and bulldog of England, The fighting cock of France, the bear of old Russia. How far do these patron animals mould national character? Most of them are aggressive, Fighting animals, beasts of prey. It is not surprising that the people who grow up with these examples before them should mould themselves consciously after them and strike up aggressive attitudes and roar, and prey on others. Nor is it surprising that the Hindi should be mild and non-violent, for his patron animal is the cow.

**- Jawahar Lal Nehru Questions**

A. Complete the following sentences :

1. Although Indians believe in non-violence, .....
2. The author could not take care of his pets because .....
3. That worship and kindness do not always go together is proved by the fact that
4. People from countries which have adopted fighting animals as their national symbols develop violence in their attitude because

5. Since the patron animals of the Hindus is the cow, it is not surprising that .....

B. Find words from the passage which mean the following :

1. ready to attack
2. strong desire to achieve

### **EXERCISE - 02**

#### **UNSOLVED PASSAGE - 02**

Q. 1 Read the following passage carefully, answer the questions given at the end.

Friendship has been universally applauded as one of the sweetest relationships on earth. It offers security against the difficulties of life and is a source of great emotional satisfaction. It makes life sweet and gives meaning to it.

Like all relationship, friendship is also governed by definite rules, the first of which states that if I want to HAVE a friend, I must BE a friend. Friendship is a matter of mutual love, respect and trustworthiness. Love alone can breed love. Nobody is going to love me unless I return similar sentiments of love. I cannot expect respect unless I show respect. If I am not trustworthy as a friend, I cannot expect others to be trustworthy.

Secondly, It is important to keep in constant touch



with friends. Continuous sharing of feelings with friends increases the depth of the relationship. On the other hand, if there are long intervals between our meetings, friendly feelings fade away.

Friendship does not mean that we blindly agree to whatever a friend says or stands by him even if he is wrong. Values are supreme and ought not to be forsaken under any circumstances. If ever one is called upon to make a choice between truth or honesty and friendship, though the choice may be painful, there should be hesitation in making the choice.

Finally covering up the faults of a person is also not friendship. However, we cannot afford to be harsh while criticising a friend.

A. Now answer the following questions :

1. Why is friendship considered to be such a valuable relationship?
2. What is the first basic principle that ensures a satisfactory bond of friendship between two human beings?
3. Why is it important for friends to keep in constant touch with each other?
4. What should be our attitude if we do not agree with a friend on a certain issues?

B. Find words from the passage which mean the following :

1. all over the world
2. to praise
3. pause before doing or saying something
4. the greatest
5. to leave, to desert.

**EXCERSICE**

Name of the Student : .....

Registration No. : .....

**Signature of the Valuaer**

Name & Address :.....

.....

Q.1. Write a paragraph in about 100 words on the given topic.

i. Practice makes a man perfect.

Ans.

Q.2. Write an application to the principal requesting him to grant you full fee concession.

Ans. ....

Q.3. Recently you attended a seminar on pollution control. In the seminar the participants presented papers on How to control pollution which was followed by a discussion session. Prepare a brief report in 125 words suitable to be published in your college magazine.

Ans. ....  
.....

Q.4. Prepare your Bio-data to be attached with your application to the deputy director of Education for the post of lower division teacher.

Ans. ....  
.....

Q.5. You have visited a slum area in your city destroyed in a massive fire. Write a report on the tragic situation of these homeless to be published in a news paper.

Ans. ....  
.....

# **Diploma in Education Examination**

**Second year**

**Subject- English**

**Unit- VI**

**Topic:**

## **6. English and the English Teacher**

- 6.1 Need for learning English
- 6.2 Objectives of teaching English
- 6.3 Role and qualities of good English Teacher

## 6. English and the English Teacher

Introduction:

Previously we have learnt about the contents of teaching English- grammatical items, tenses, sentences transformation, vocabulary, word formation, writing skills and reading skills.

In this unit we will know about the methodology of teaching English- Need for Learning English, Objectives of teaching English and role and qualities of good English Teacher.

### 6.1 Need for Learning English

Introduction

Learning English is not merely a status symbol today. Many people consider English as the most important and useful language of the world. The British Council says *'English is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, diplomacy, sports, international competitions, pop music and advertising.'*

*Over two-thirds of the world's scientists read in English. Three quarters of the world's mail is written in English. Eighty per cent of the world's electronically stored information is in English. Of the estimated forty million users of the Internet, some eighty per cent communicate in English.'*

In countries like India, where English is a second language, it serves the following five functions:

1. For formal education (Instrumental Function);
2. For government administration, and the law, courts (Regulative Function);
3. For conversation between people speaking different native languages (Communicative Function);
4. For commerce, science and technology (Occupational Function); and
5. For non-technical writings like fiction and political works (Creative Function).

The need of learning English in India is explained under these headings:

1. English as Link Language
2. English as Global Language
3. English as Library Language
4. English a Language of Technology

#### **6.1.1 English as Link Language**

India has a special place as a nation with a variety of languages. There are 22 regional languages which are given official status. Besides, there are about 400 regional languages and dialects.

People need to travel around the country these days - tourists, businessmen, employees of the Central government, personnel of the armed forces etc. It is not possible for these people to learn all the regional languages.

Hindi is spoken in many provinces. Still there are regions where it is not understood. In such cases, knowing English is helpful for a person in order to converse. In this way English acts as link language between different regions of the nation.

#### **6.1.2 English as Global Language**

About 37.5 crore people learn English as first language (native language) in countries like the UK, the USA, Canada, Australia etc. In India, Nigeria, Philippines, Germany, France, Pakistan, Italy, Japan, Netherlands, South Africa etc. it is the second language. According to the British Council, English has official or special status in at least seventy-five countries with total population of more than 200 crores.

A country cannot develop on its own. It needs trade and commerce with the rest of the world. It needs to build diplomatic relationships with other countries.

There is no language other than English that is widely understood around the world. It is the official language of the world's most important organisations like the United Nations, European Union, Commonwealth of Nations, NATO etc. Thus English acts as the language of international trade and commerce, sports, culture, tourism, academics and diplomacy.

#### **6.1.3 English as Library Language**

There are more books available in English than in any other language of the world. They are on every topic and subject, and for every age and

level. They are either original works, or works of top writers translated into English.

Students of every faculty - arts, science, commerce, engineering, medicine etc. can easily get standard books in English. Even for students of foreign literature, most of the world's literature has been translated into English. Translation of the holy books of almost every religion is available in English.

#### **6.1.4 English as Language of Technology**

Science, technology and medicine are ever-changing areas. New terms and concepts continuously replace the old. Advanced knowledge of these areas comes to us in English. Besides, English is the language most widely used on the internet, our cheapest and fastest source of knowledge.

#### **Conclusion**

The world has turned into a global village. To carve our place in this village, learning English is necessary. It helps us to communicate not merely within the country, but also outside it. It provides us with vast knowledge of all the subjects through books. It makes us fast and efficient through use of internet and various appliances.

#### **EXERCISE 6.1**

1. Say whether the following statements are true (T) or False (F):
  - I. English is the native language of at least seventy-five countries of the world.
  - II. There are thirteen official languages in India.
  - III. German businessmen who visit India use English as their business language.
  - IV. Books for higher education are easily available in regional languages.
  - V. English is the most widely used language on the internet.
  
2. Answer the following questions in about 50 words each:
  - I. How does English help a person to communicate within India?
  - II. How can an Indian student understand both Japanese poetry and Persian literature without having to learn these two languages?
  - III. Why is English considered as a global language?

## 6.2 Objectives of Teaching English

### Introduction

By the term 'objective' we mean 'purpose, goal, target... something aimed at, or wished for.'

As an English teacher, we must fully understand the objectives of teaching English. In this way we will know what we are doing and why we are doing it.

The objectives of teaching English have two main aspects:

1. Language aspect (includes the four basic skills of language - listening, speaking, reading and writing);
2. Literature aspect (includes appreciation of language).

The language aspect includes:

- a) Understanding the language in both forms - spoken and written. The objectives under this aspect are called comprehension objectives and include the skills of listening and reading.
- b) It also includes expression in both forms - spoken and written. The objectives under this aspect are called expression objectives and include the skills of speaking and writing.

The literature aspect includes appreciation of language, style, use of language structures, idioms, and expressions, poetry, drama, short stories etc.

At elementary level, the teacher concentrates only on the language aspect. Poetry, short stories, drama and other form of writing are only used as means to attain language skills. For teaching English at the elementary stage, we have included only the language aspect, with the objectives placed into the following categories:

- i. Comprehension Objectives
- ii. Expression Objectives

### 6.2.1 Comprehension Objectives

'Comprehension' means 'understanding'. Comprehension is the first step of language learning.

- It happens when a person understands what someone says.



- It also happens when a person understands what he reads.

Thus comprehension objectives can further be divided into two separate skills:

#### 6.1.4.1 Understanding by listening

#### 6.1.4.2 Understanding by reading

In both cases, a person receives information and gets its meaning. Therefore, these skills are also called receptive skills or passive skills. But that does not make their importance any lesser. Without these skills, no progress can be made in learning a language.

#### *i. Understanding by listening*

Understanding English through listening can be of two types. First, when someone speaks in English (oral presentation) the learner understands it completely and quickly. When a learner has acquired this skill, he can carry out the instructions given to him orally. For example, he sits when he hears the command, 'Sit down.' He also understands if instead of a person speaking to him, there is a radio broadcast, recording, or television programme.

Secondly, he can understand completely and quickly when something is read out to him.

#### *ii. Understanding by reading*

Understanding English through reading can also be of two types - oral reading and silent reading.

The learner reads a continuous piece himself aloud and understands its meaning adequately. Loud reading is the initial phase of training, where any mistakes can be corrected by the teacher.

In the second phase, the learner reads silently. This allows a greater concentration and speed.

### **6.2.2 Expression Objectives**

'Expression' means 'to put thoughts into words'. It is the second step of language learning.

- It happens when a person speaks English correctly.
- It also happens when a person writes English correctly.

Thus expression objectives can further be divided into two separate skills:

- i.* Speaking (oral expression)
- ii.* Writing (written expression)

In both cases, a person put forth his own ideas and thoughts. Thus these skills are also called productive skills or active skills.

*iii.* Speaking

Speaking English in a desirable manner comes only when the learner can express his thoughts, ideas, and wishes in complete sentences fluently. It requires proper pronunciation, intonation, stress, speed and pauses.

*iv.* Writing

The learner should be able to express his ideas freely in writing. He should write in different scripts, with proper capitalization, punctuation, spellings, spacing, paragraphing and speed.

### Conclusion

The four basic skills of language namely listening, speaking, reading and writing are in the natural order of learning. These are of basic concern for the elementary school teacher. These skills are not acquired in isolation. They are fostered side-by-side. Thus the elementary school English teacher should focus on developing these four basic skills by providing adequate practice to the learner.

### EXERCISE 6.2

1. Pick the correct alternative from those given below:
  - i.* The natural order of language skill acquisition is:
    - a.* listening, writing, speaking, reading.
    - b.* listening, speaking, writing, reading.
    - c.* listening, reading, writing, speaking.
    - d.* listening, speaking, reading, writing.
  - ii.* Which one of the following is not an aspect of proper writing skill?
    - a.* punctuation
    - b.* intonation
    - c.* spellings
    - d.* speed

- iii.* Which of the following skills can be categorised as a receptive skill?
- a.* listening
  - b.* speaking
  - c.* writing
  - d.* drawing
- iv.* 'speaking' is a skill which can be categorised:
- a.* Both as an expressive skill and as an active skill.
  - b.* Both as an expressive skill and as a passive skill.
  - c.* Both as a receptive skill and as an active skill.
  - d.* Both as a receptive skill and as a passive skill.
- v.* Understanding by listening includes:
- a.* Oral expression
  - b.* Written expression
  - c.* Following oral instructions
  - d.* Following sign boards

2. Answer the following questions in about 50 words each:

- i.* Describe the comprehension objectives of teaching English at the elementary level.
- ii.* What is the importance of expression objectives? Why the skills involved are called active skills?
- iii.* What are the four basic skills of language? What is their natural order? Can these be acquired in isolation?

## **6.3 Role and Qualities of the English Teacher**

### Introduction

The concept of teacher as a provider of knowledge has become out-dated. The teacher is no longer one who hands out knowledge. Similarly, the learner is not merely a passive receiver of knowledge. Both the teacher and the learner are considered as equal and active partners in the teaching-learning process.

Also, the National Curriculum Framework (NCF) 2005 gives emphasis on learners creating their own knowledge, through active participation in the classroom as well as outside it. This has changed the role of teacher to a large extent. This is also true for the English teacher, who holds a more responsible position.

Thus the topic has been handled under these headings:

1. The role of the English teacher
2. The qualities of the English teacher

### **6.3.1 The Role of the English Teacher**

English has always been considered as 'difficult' by most people. It is believed that any subject by itself is not difficult; it is the teacher who makes it difficult for the learner. Therefore the role of the English teacher is very important. In the changing classroom, where knowledge is not 'imparted', it is 'created', the English teacher plays an active role as friend, guide and facilitator.

The teacher's role in the English class is threefold:

1. In the presentation stage of a lesson, the teacher serves as a model. All his activities, reading, recitation, writing are accurate. The learners are able to imitate correctly, only if the teacher himself is correct.
2. At the practice stage, the teacher becomes more like a facilitator, giving each a chance to participate. The teacher becomes less and less active, while making the class more and more active.
3. During the production stage, the teacher takes on the role of guide and advisor. He does not scold or punish. He never makes fun of any child. He focuses on the strong points but takes note of the weak

points. He corrects mistakes, if any, in such a way that the learner does not feel ashamed, and contributes to group learning.

### 6.3.2 The Qualities of the English Teacher

It is commonly believed that good teachers are rare, good English teachers are rarer. Yet the qualities of good teachers are identifiable. Some of them are:

1. *Achievement* - Experienced teachers have clear thoughts on what their students should know at the end of the term, and they understand what they must do along the way in order to reach those goals.
2. *Awareness* - Teachers in elementary schools must have eyes in the backs of their heads. They need to be aware of everything that happens in their classrooms and in adjacent corridors. Teachers who are awake are able to stop nonsense before it starts and keep students on track.
3. *Community involvement* - Maintaining good community relations is part of being a teacher, and teachers' contact with parents, administrators, and community leaders enhances their effectiveness in the classroom.
4. *Compassion* - Talented teachers are able to work with students with kindness, care and sympathy.
5. *Confidence* - Good teachers are confident in their abilities to sense where students are in the learning process. They know their students' abilities to learn and can confidently teach them the most difficult topics.
6. *Context* - Every subject has a context, and teachers are responsible for providing it to their students. Since no one learns in a vacuum, teachers must show their students how the information they are learning might be used or might lead to the development of some other useful skill.
7. *Enthusiasm* - Excellent teachers never lose enthusiasm for their profession. They might become temporarily burdened by administrative problems, but their sincerity in their work is firm. Students feel this energy, and teachers who project it are much more successful than those who do not.
8. *Intellectual curiosity* - All good teachers are curious. They keep informed of changes in their fields.

9. *Knowledge of the subject matter* - You can't teach what you don't know. All teachers need not be experts in their fields, but possessing knowledge is important. Teachers must continue building their understandings of their subjects throughout their careers.
10. *Maturity* - In no profession is maturity more important than in teaching. Students experience emotional ups and downs, and good teachers are able to sense the changes and respond to them suitably. Teachers must be pillars, encouraging students to grow as human beings and to develop academically.
11. *Mentorship* - Teachers often serve as mentors to their students. The desire to influence students positively is a core motivation of good teachers.
12. *Organization* - One-on-one tutoring is easy compared to leading a classroom of students in a single direction. Teachers must be able to manage students' multiple personalities and organize their subject matters so that a maximum number of students may benefit.
13. *Patience* - Patience with students who are trying to learn is part and parcel of the teaching profession. Impatience with sincere students is an indication of the teacher's own shortcomings.
14. *Planning* - Teachers must have plans and stick to them. This goes deeper than rigidly following a course syllabus. Effective teachers sense when students need more time to absorb the material and are willing to give it to them.
15. *Vision* - Teaching includes far more than passing information from teachers to students. Teachers should be the leaders who provide their students not only with interesting and useful material, but also with visions of bright future.

### Conclusion

'What the teacher *is* is more important than what he teaches,' says Karl Menninger. The teacher is the best influence on the child. Thus he must always be aware of the role he plays.

### EXERCISE 6.3

1. Answer the following questions in about 50 words each:
  - i. Describe the role of the English teacher.
  - ii. What are the qualities of a good English teacher?

\*\*\*

## Exercises unit VI

Name of the Student : .....

Registration No. : .....

Signature of the Valuer

Name & Address : .....

.....

**Answer the following questions in about 50 words each:**

- i.* Why is teaching of English important in India?
- ii.* How is understanding by reading different from understanding by listening?
- iii.* Differentiate between receptive skills and productive skills.
- iv.* How has the role of the teacher changed in the light of Right of Children to Free and Compulsory Education Act (RTE) 2009?
- v.* Describe some qualities that make the English teacher different from teachers of other subjects.

# Diploma in Education Examination

Second year

Subject- English

Unit- VII

**Topic:**

## 7. Methods and Approaches

- 7.1 Brief overview and importance of:
  - 7.1.1 Grammar-translation method
  - 7.1.2 Direct method
  - 7.1.3 Bilingual method
  - 7.1.4 Structural approach
- 7.2 Integrated approach



## 7. Methods and Approaches

### Introduction:

In Unit VI we have dealt with the need for Learning English, objectives of teaching English and role and qualities of good English Teacher.

In this Unit we will know about the various Methods and Approaches of teaching English - Grammar-translation method, Direct method, Bilingual method, Structural approach and Integrated approach.

### 7.1 Brief Overview

Education is learning in a desired direction using systematic procedures. The desired direction is stated by philosophers, academicians, statesmen. The systematic procedures are designed by behavioural scientists (psychologists) and educationists (teachers).

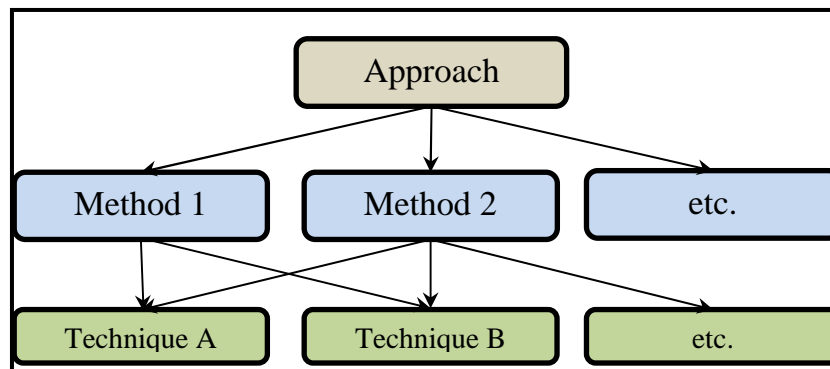
Language teaching is based on many theories of learning. It follows many practical processes. When we study the mechanism of language teaching, we find three terms commonly used. They are - *approach*, *method* and *technique*.

An **approach** is concerned with the theory of the nature of language and language learning. It is axiomatic, that is, something which is generally accepted to be true (but need not be so). It describes the nature of the subject-matter to be taught. It is an open-ended and broad term.

A **method** is a procedure. It is how theory is put into practice and it tells what skills and content are to be taught and in what order. Within one approach, there can be many methods.

A **technique** is a particular trick or strategy. It is a classroom device or activity and it is more specific than method.

The three terms can be represented by the following model (called the Edward Antony Model):



### 7.1.1 The Grammar-Translation Method

#### Introduction

Today English is the world's most popular foreign language. Five hundred years ago, it was Latin. Latin was the major language of education, commerce, religion and government in the Western world. It was a living language. In the sixteenth century when French, Italian and English gained importance, they displaced Latin as a language of oral and written communication. From a living language, Latin turned into a classical language, suitable for scholars and academicians. Study of Latin grammar became one of the most important aspects of schooling. The system based on the study of Latin became the standard way of studying foreign language in schools. This system became known as the Grammar-Translation Method.

#### 7.1.1.1 Characteristics

One of the oldest methods of teaching English in India, the Grammar-Translation Method is also called the Traditional Method. The main characteristics of the Grammar-Translation Method are:

1. Target language (here, English) is learnt through mother tongue (Hindi, in our case). Thus Hindi is the medium of instruction. It is used to explain new items and to make comparisons between the two languages.
2. Highest importance is given to learning the rules of grammar.

3. The knowledge of grammar is applied to translating sentences from English to Hindi and from Hindi to English.
4. Grammar rules are presented first. They are then practised through translation exercises.
5. Reading and writing are the major focus. Little or no attention is paid to speaking or listening.
6. For improving vocabulary, word lists (English words and their Hindi translation) are memorised by learners.
7. High value is given to accuracy.

#### **7.1.1.2 Merits**

The merits of Grammar-Translation Method are:

1. It is convenient for the teacher, as the medium of instruction is mainly Hindi.
2. Simple teaching learning materials are required.
3. There is no special need for creating life situations in the classroom.
4. A systematic teaching procedure is followed. The syllabus is well defined. It has plenty of exercises for practice.
5. It follows the principle of 'from known to unknown.' Abstract ideas and expressions are easily explained in Hindi.
6. Students can achieve good scores by memorising, which is a low-level mental activity.
7. It is helpful in jobs that require a lot of paperwork, translation, writing reports, drafting formal letters (applications) etc.

#### **7.1.1.3 Demerits**

The limitations of Grammar-Translation Method are:

1. Students have to think first in Hindi and then translate the thoughts into English.

2. Study is mechanical and therefore boring.
3. Students (and sometimes their teachers too) are usually not able to speak English. Correct pronunciation, stress, intonation and the spoken components of English are neglected.
4. Students are not given sufficient listening practice. Thus they are not ready to face real life situations.
5. Students form the habit of word by word translation. This leads to serious mistakes in translation.
6. Learning is slow and a lot of homework is required.
7. It encourages memorising rules and word-meanings. Higher mental functions like application, analysis, synthesis etc. are neglected.
8. It is more teacher-centred than child-centred method.

#### EXERCISE 7.1

1. Say whether the following statements are true (T) or False (F):
  - i.* The Grammar-Translation Method is also known as the Traditional Method.
  - ii.* The focus of the Grammar-Translation Method is on listening and speaking.
  - iii.* The Grammar-Translation Method produces citizens with highly developed drafting skills in English.
  - iv.* The Grammar-Translation Method utilizes the higher mental faculties.
  - v.* The student taught through the Grammar-Translation Method finds life easier in foreign countries where English is the native language.
2. Answer the following questions in about 50 words each:
  - i.* Describe the main features of the Grammar-Translation Method.
  - ii.* What are the advantages of the Grammar-Translation Method?
  - iii.* Write the limitations of the Grammar-Translation Method.

\*\*\*

## 7.1.2 The Direct Method

### Introduction

In the 19<sup>th</sup> century, reformers began experimenting on the ways a child learns a language naturally. In a natural set up, a child does not need grammar to learn the mother tongue. Language comes to the child through listening, then speaking and afterwards reading and writing. These observations led to the claim that a foreign language could also be taught *without* teaching grammar or using mother tongue. German scholar F. Franke (1884) believed that a language can be best taught by *using it actively in the classroom*. Instead of explaining rules of grammar, teachers must encourage direct and natural use of the language. The teacher replaces the textbook in early stages. Speaking begins with systematic attention to pronunciation. New vocabulary is taught using known words, pictures, demonstration and mime. Thus natural learning principles provide the foundation of the Direct Method, also known as the Natural Method.

### 7.1.2.1 Characteristics

The main characteristics of the Direct Method are:

1. Target language (English) is learnt without mother tongue. Thus English (and only English) is the medium of instruction and communication. Hindi translation is avoided.
2. Instead of reading and writing as the major focus, attention is paid to speaking or listening.
3. New teaching points are introduced orally (in English).
4. Grammar rules are not presented. Grammar is taught inductively, through giving examples.
5. Only those words which are used in everyday life are taught in the beginning.

6. For improving vocabulary, pictures, objects and demonstrations are used to teach concrete vocabulary. Abstract vocabulary is taught by association of ideas.
7. High value is given to pronunciation.

The direct method is quite successful in elite private schools. These schools have motivated students and highly paid teachers. Usually, the following guidelines are followed by the teachers using the direct method:

Never translate: *demonstrate*  
Never explain: *act*  
Never make a speech: *ask questions*  
Never imitate mistakes: *correct them*  
Never speak with single words: *use sentences*  
Never speak too much: *make student speak much*  
Never use the book: *use your lesson-plan*  
Never jump around: *follow your plan*  
Never go too fast: *keep the pace of the students*  
Never speak too slowly: *speak normally*  
Never speak too quickly: *speak naturally*  
Never be impatient: *take it easy*

#### 7.1.2.2 Merits

The advantages of the Direct Method are:

1. The child learns English in the same natural way that he has learned his mother tongue.
2. As use of Hindi is not allowed in the English class, the student develops a natural fluency in speaking English. English is used

everywhere - in asking questions, in following instructions, in requests. English is used not only between the teacher and the student but also among the students themselves.

3. Oral drills and talk situations are created to encourage spoken English.
4. After sufficient oral practice in speech, other skills like reading and writing are taken up.
5. Grammar is not taught in the formal way, by giving rules. Instead the students practice various types of sentences orally. Then they try to generalise the rules themselves.
6. Audio visual aids like recordings, films and CDs are used. These provide the learner with a native English-like environment. They improve their listening comprehension and develop correct pronunciation.
7. The classroom is interactive and joyful, not mechanical. Every day there are new activities and situations in the class.
8. Only memorising is not sufficient. The activities in such classes develop higher mental functions like application, analysis, synthesis etc.
9. The student is ready to face real life situations.

### 7.1.2.3 Demerits

The disadvantages of the Direct Method are:

1. Since Hindi is not allowed in the class, it takes a lot of time and energy to explain some phrases, expressions and idioms in English. (See box)
2. Reading, writing and vocabulary building are neglected if oral practice and speaking are over-emphasised.
3. Highly efficient teachers are required. They should have good command over English, especially in pronunciation, stress, intonation, rhythm and all the spoken components of English.
4. Teaching English through this method is expensive. Costly audio-visual aids are required.

#### Teaching 'carrot' through Direct Method

Since we cannot use Hindi, it is explained by showing pictures, or using English-English dictionary which gives definitions like:

1: a biennial herb (*Daucus carota* of the family Umbelliferae, the carrot family) with a usually orange spindle-shaped edible root; also : its root

But, carrots in India may not be orange spindle-shaped.

The simplest way here is to use translation, carrot = गाजर which saves a lot of energy, and gives the most accurate meaning to the child.

5. If the medium of instruction in other subjects is not English, the students get limited practice in speaking English.
6. A lot of homework and help from the family is required.
7. It is suitable only if the size of class is small.

### EXERCISE 7.2

1. Pick the correct alternative from those given below:
  - i.* Which one of the following is true in a class where Direct Method is used:
    - a.* Translation is encouraged.
    - b.* Mother tongue is used sensibly.
    - c.* Mother tongue is prohibited.
    - d.* Mother tongue is encouraged.
  - ii.* How is grammar taught in the Direct Method?
    - a.* inductively
    - b.* deductively
    - c.* by memorising rules
    - d.* by creating situations
  - iii.* Which of the following is not included in the guidelines for the teacher using the Direct Method?
    - a.* Never translate: *demonstrate*
    - b.* Never speak too slowly: *speak normally*
    - c.* Never ask questions: *make a speech*
    - d.* Never use the book: *use your lesson-plan*
2. Answer the following questions in about 50 words each:
  - i.* Describe in your own words, a class where the Direct Method is used to teach English.
  - ii.* Compare the Direct Method with the Grammar-Translation Method.

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### 7.1.3 The Bilingual Method

#### Introduction

This method was developed by C.J. Dodson in the late 1960s. It may be considered as the combination of the Direct Method and the Grammar-Translation Method. It is based on the principle that it is a waste of time to create a situation to teach a concept when it could easily be taught using mother tongue. The teacher says each dialogue twice, with the Hindi version sandwiched in between (See box). Therefore, this method is also called the Sandwich-Technique.

#### 7.1.3.1 Characteristics

The main characteristics of the Bilingual Method are:

1. Hindi is used to build up English. It helps in giving communication practice to the students.
2. The aim is to teach English, so Hindi is used with care. The teacher speaks in English most of the time. Students are not allowed to speak in Hindi.
3. The teacher does the translation, if required. Translation exercises are not given to students.
4. '3 P' structure (Presentation - Practice - Production) is followed.
5. Sentence (not word) is the unit of teaching.
6. When students gain fluency in English, use of Hindi is stopped.
7. High value is given to both accuracy and fluency.

#### Teaching sentences through Bilingual Method

Since we can use Hindi, sentences are taught in three steps, English-Hindi-English, like a sandwich:

1. Teacher: 'Tomorrow is a holiday.'
2. Teacher: 'कल छुट्टी है.'
3. Teacher: 'Tomorrow is a holiday.'

The students repeat the sentence in English.

Hindi is the scaffold on which English can easily be built. The bilingual method is quite successful in both the English Medium schools, where all other subjects are taught in English as well as in Hindi Medium schools. The main requirement of this method is to give the students a lot of practice.

### 7.1.3.2 Merits

The advantages of the Bilingual Method are:

1. It is easy for the teacher. Instead of using picture or creating situations to convey the meaning in English, he simply gives it in Hindi.
2. In this way much time is saved. It is utilised in giving pattern practice to the students.
3. Even an average teacher of English can teach through this method without much preparation.
4. It does not require any teaching aids and is suited to all kinds of schools, rural or urban, government or private, English medium or Hindi medium.

### 7.1.3.3 Demerits

The disadvantages of the Bilingual Method are:

1. Students tend to rely upon their mother tongue.
2. Sufficient practice in grammar is not provided. As a result, grammar concepts are not formed.
3. The method is more teacher-centred. Students' activity is limited.

## EXERCISE 7.3

1. Say whether the following statements are true (T) or False (F):
  - i.* The Bilingual Method is also called the Sandwich Technique because the practice of sentences is using the pattern: Hindi - English - Hindi.
  - ii.* The Bilingual Method lays equal stress on fluency and accuracy.
  - iii.* Not much effort on the part of the teacher is required in the Bilingual Method in terms of teaching-learning material.
  - iv.* The Bilingual Method is best suited for teaching grammar.
  - v.* Students practice word-by-word translation technique in Bilingual Method.
2. Answer the following questions in about 50 words each:
  - i.* 'The Bilingual Method is best suited for teaching English in our State.' Do you agree? Give reasons to support your answer.
  - ii.* Compare the Bilingual Method with the Grammar-Translation Method.

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## 7.1.4 The Structural Approach

### Introduction

The arrangement of words in any language is very important. The meaning changes with a change in the word order. For example: there is a sentence '*You are there*'. Consider two other sentences made of the same three words but put in different order '*Are you there?*' and '*There you are*'. The three sentences, although built of the same three words give different meaning because of a different way in which the words are arranged.

These different arrangement or patterns of words are called 'structures'. Each language has its own special sentence patterns. For example, there is a sentence in English, '*They eat mangoes*.' The formula of this sentence is SVO (Subject - Object - Verb). We can frame numerous sentences on this pattern.

However, Hindi does not have the same pattern. The sentence given above, translated into Hindi becomes 'वे आम खाते हैं'. The formula changes to SOV (Subject - Object - Verb). Similarly, in both English and Hindi, adjective come before noun as in 'red car', 'लाल कार'. But in French, it is the other way around. They say 'car red' (voiture rouge) in their language.

### 7.1.4.1 Characteristics

The Structural Approach is based on the assumption that language can best be learnt through a scientific selection and grading of structures and vocabulary. Hornby has made a study of Sentence Patterns or Structures in English. He has found that there are approximately 275 structures in English and the learners of the language must master all of them. But not all the structures can be mastered at once. The stress is on the learning of essential structures of English. The characteristics of the structural approach are as follows.

1. The structure approach lays emphasis on drills.

2. The structures, therefore, are drilled orally first before the learner can read or write them.
3. Substitution tables are used for practice.
4. The selection of structures to be taught depends on the average ability of the students.
5. The following principles are used for the **selection** of structures:
  - i. Usefulness:* while selecting and grading structures we should adopt frequency and utility. The structures, which are more common in use, should be introduced first.
  - ii. Productivity:* Some structures are productive; other structures can be built on them. For instance, we have two sentence patterns:
    - a. Ashok is here.*
    - b. Here is Ashok.*

The first pattern is productive because we can frame many sentence on the same pattern like: 'He is there', or 'She is there', etc. We cannot frame many such sentences from the second pattern.

- iii. Simplicity:* The simplicity of structure depends on the form and meaning. The structure '*I am playing cricket*' is far simpler in form and meaning than '*The patient had died before the doctor came*'. Simple structures should be taught first than the complicated ones.
- iv. Teachability:* We can teach some structures more easily than others. For example, the structure '*I am writing*' can be taught easily because the action which it denotes can be demonstrated in a realistic situation.

6. The structures are **graded** in the order of difficulty. Simple structures are taught before difficult ones. At early stages the following structures may be taught:
- i. Two-part patterns - He / goes.*
  - ii. Three-part patterns - He / drinks / milk.*
  - iii. Four-part patterns - She / gave / me / a pen.*
  - iv. Patterns beginning with 'there' - There are two books on the table.*
  - v. Patterns beginning with 'a question verb' - Are you late? Will you go? Has he returned the book?*
  - vi. Patterns beginning with 'wh' type question - How old are you? Where does she live?*
  - vii. Patterns of Command and Request - Stop writing. Please shut the door.*
  - viii. Phrases/Formal Terms - How do you do? Good night.*
7. Grammar is caught, not taught. The students learn the usage of grammar rather than the rules.

#### **7.1.4.2 Merits**

The merits of the Structural Approach are:

1. A class, which is taught a language through the structural approach, is joyful than other classes in which only teacher speaks and the students remain mere listener.
2. Simple teaching learning materials like substitution tables are required.
3. All the four basic skills are given equal importance.

#### **7.1.4.3 Demerits**

The limitations of the Structural Approach are:

1. It is not suitable for higher classes.
2. It is not suitable for large classes.
3. Drills in patterns may not serve the purpose of facing real life situations.

#### EXERCISE 7.4

1. Say whether the following statements are true (T) or False (F):
  - i.* Different languages have different structures.
  - ii.* Unlimited number of sentences can be formed using the same structure.
  - iii.* The structural approach lays special emphasis on reading and writing.
  - iv.* The rules of grammar are taught effectively using the structural approach.
  - v.* The structural approach is not effective if the structures are not carefully selected and properly graded.
2. Answer the following questions in about 50 words each:
  - i.* Describe the principles of selection of structures.
  - ii.* Why and how structures are graded?
  - iii.* What are substitution table? How are they useful in practicing English?

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## 7.2 The Integrated Approach

The term 'Integrated Approach' was introduced in the National Curriculum Framework, 2005 of NCERT. It is a relatively new term and there is much to be done in developing this approach.

There are basically two approaches widely used in teaching English in India. The first is the structural approach. It is widely used in textbooks of many States including Madhya Pradesh. The other approach is the Communicative Approach. It is loosely used in the institutes providing crash course in 'spoken English.'

The Structural Approach and the Communicative Approach are wide apart in terms of competencies they develop. It is widely believed that the students in the Structural Approach lack fluency in speaking English in real life situations. On the other hand, students who are tutored using the Communicative Approach are fluent speakers. But what they gain in fluency, they lose in accuracy.

The integrated approach is presented as a bridge the gap between the two. The approach lays equal stress in all the basic skills of the language. Also, it advocates that these skills should be provided in holistic situations, instead of linear and additive manner. In several communicative situations, such as taking notes while listening to somebody on the phone, several skills may need to be used together.

The NCF 2005 requires that children should read and write with understanding. Language - as a constellation of skills, thought encoders and markers of identity - cuts across school subjects and disciplines. Speech and listening, reading and writing, are all generalised skills, and children's mastery over them becomes the key factor affecting success at school. In many situations, all of these skills need to be used together. Development of life skills such as critical thinking skills, interpersonal communication skills, negotiation/refusal skills, decision making/ problem-solving skills, and coping and self-management skills is also very critical for dealing with the demands and challenges of everyday life.

## Exercises Unit VII

Name of the Student : .....

Registration No. : .....

**Signature of the Valuer**

Name & Address : .....

.....

**1. Answer the following questions in about 50 words each:**

- a. How is an approach different from a method?
- b. Compare the three methods in terms of characteristics. Which one of the following methods would you choose to teach English to Class V - the Grammar-Translation Method, the Direct Method or the Bilingual Method? Give reasons.
- c. Which method of teaching English is best suited for -Students who want to choose legal services as career?
- d. Students who want to go abroad for higher studies. Give reasons.
- e. Describe the integrated approach in brief.



# **Diploma in Education Examination**

**Second year**

**Subject- English**

**Unit- VIII**

**Topic:**

## **8. Planning and Implementation**

- 8.1 Teaching of Prose
- 8.2 Teaching of Poetry
- 8.3 Teaching of Grammar
- 8.4 Teaching of Composition
- 8.5 Selection of Teaching Learning Material (TLM)
- 8.6 Language Games
- 8.7 Evaluation - Preparation of test items

## 8. Planning and Implementation

### Introduction:

Till now we have learnt the different methods and approaches of teaching English in **Unit VII**. In this unit we will learn about the planning of teaching of Prose, Poetry, Grammar, Composition, the Selection of Teaching Learning Material (TLM), Language Games and the preparation of different types test items for evaluation.

### 8.1 TEACHING OF PROSE

The word prose has been derived from the Latin word, 'Prosa' or 'Proversa Oration' that means 'straight forward discourse'. Prose is a powerful medium of expressing ideas, facts, laws and principles. Therefore it appeals to head or mind. The main aim of teaching prose is to enlarge the vocabulary, explain the structure of sentences and grasp the ideas of the author. The teaching of prose includes two types of lessons:

- (a) Detailed or Intensive Prose Lessons
- (b) Non-detailed or Extensive Prose Lessons.

#### Detailed Prose Lessons

In detailed prose lessons, the text book is read thoroughly word by word. Students are required to read it not only for comprehension but for mastering the prescribed structure and vocabulary.

#### Non-Detailed or Extensive Prose Lessons

Non-detailed prose lessons aim at giving information and pleasure. Students are required to grasp the meaning of new words according to the situation or context in which they are used.

### 8.1.1 Aims of Teaching of Prose

The aim of teaching English prose is for language development and literary development both. But at the Junior Level, the chief aim is language development. This means that emphasis should be given on the development of four basic skills of listening, speaking, reading and writing. Thompson & Wyatt said, 'To aim at literature is to miss the way to language. Aim at language is to pave the way to literature.'

The aims of teaching prose may be divided into two:

**(1) General Aims**

- (a) To enable the students to read aloud prose lessons with correct pronunciation stress, intonation and pause.
- (b) To enable the students to comprehend the thought and idea contained in the passage.
- (c) To enrich their active and passive vocabulary.
- (d) To enable the students to express the ideas contained in the passage orally and in writing.
- (e) To develop their interest for reading.
- (f) To enable them to write correctly.
- (e) To build their character and prepare for world citizenship.

**(2) Specific Aims**

The specific aims vary according to the subject matter of the prose lessons. The specific aims of different types of prose lessons are:

**(a) Descriptive:**

- (i) To develop the student's imagination and love for natural objects.
- (ii) To acquaint the students with the writer's style.

**(b) Story**

- (i) To give certain facts and lessons through the story.
- (ii) To shape the student's character.
- (iii) To develop interest for story reading.

**(c) Essay**

- (i) To acquaint them with the style of essay writing.
- (ii) To enable them to arrange the ideas in a systematic way.

**(d) Play**

- (i) To make them speak conversational English.
- (ii) To encourage the students to play different roles.,
- (iii) To build their character.

**(e) Biography**

- (i) To get students acquainted with the life and deeds of great men.
- (ii) To inculcate in them desirable sentiments and ambitions.
- (iii) To show them the path of character building.

### **8.1.2 Procedure of Teaching Prose Lesson**

Procedure of teaching prose lesson involves the following steps:

- (a) Preparation
- (b) Presentation
- (c) Recapitulation
- (d) Home Assignment

#### **Preparation**

English is a foreign language. Indian students find it difficult to learn so proper preparation is required to motivate the students to learn English. Under this following points are to be considered:

- (I) **General Aims** (already discussed)
- (II) **Specific Aims** (already discussed)

(III) **Material Aids**

The teacher makes the appropriate use of audio-visual aids to make the lesson interesting.

(IV) **Previous knowledge**

The teacher should know how much knowledge students already possess regarding the lesson. So that he can give new knowledge by linking it to their previous knowledge.

(V) **Introduction**

The introduction is the important part to make the students ready to learn and start the lesson. As it is believed that, 'well begun is half done.' The introduction has two purposes:

- (i) To bring the previous knowledge to consciousness.
- (ii) To link the previous knowledge to the new knowledge to be given.

Introduction can be done in different ways. The teacher may start by asking some introductory questions in order to test the previous knowledge of the students and then link it to the topic to be taught. He may attract the student's attention by showing pictures, charts, models etc. and arouse their curiosity. In the event of a continuing lesson, the teacher can ask questions on the portion of the lesson already taught.

#### **(VI) Statement of the Aim**

Under this, the teacher clearly explains the topic which he is going to teach and instructs the students to open their books at the appropriate page.

### **Presentation**

Presentation is the main part of the lesson plan. The lesson may be divided into two or more units. The following sub-steps are followed in each unit.

#### **I. Reading Aloud by the Teacher**

Reading aloud by the teacher is called model reading. The teacher reads aloud the selected passage with proper pronunciation, stress, intonation and pause. The speed of reading should be normal and audible to the entire class. He should keep an eye on the class while reading aloud to see whether the students are following the reading in their text books.

#### **II. Pronunciation Drill:**

Pronunciation drill should precede reading aloud. The words should be selected on the basis of the pronunciation skills of the class. The selected words should be written on the blackboard one by one and practiced.

Those words are selected which are:

- difficult to pronounce by the students
- commonly mispronounced by the students.
- containing the silent letter.

### **III Reading aloud by the students**

The teacher asks some students to read the passage aloud one by one. Loud reading by the students is also called imitation reading as they try to imitate the teacher's pronunciation, pause and intonation.

### **IV Exposition of new words/ Phrases**

The teacher selects the new words and phrases from the passage and explains their meanings. The teacher can adopt different methods for explaining the meanings:

- (i) By showing the object, model, picture or chart.
- (ii) By using the word in sentence.
- (iii) By giving synonym/ antonym.
- (iv) By drawing a sketch or figure on the blackboard.
- (v) By showing action or gesture
- (vi) By translating the word in mother tongue.

### **V Silent Reading**

After exposition of new words/phrases, the teacher asks the students to read the passage silently. This helps rapid reading, learning of new words and quick grasp of meaning. The teacher should supervise the class while students are reading. Adequate time should be given to complete the reading of the passage.

### **VI Comprehension Questions**

After the silent reading, some questions based on the passage should be asked to test students' comprehension of the passage. The following type of questions may be asked:

- (i) By asking meanings of new words.
- (ii) By asking short questions on the main portion of the passage.
- (iii) To pick out different forms of words or phrases.

## **Recapitulation or Application Test**

The purpose of recapitulation is to evaluate the extent to which the objectives of the lesson have been achieved. The recapitulation is generally done with different types of questions. The question should be from all the passages taught in different units. These questions are different from comprehension questions. The questions can be as follows:

- (i) Fill in the blanks
- (ii) Match the column
- (iii) Complete the lines
- (iv) Choose the correct answer

## **Home Assignment**

Assigning home work is the final stage of a lesson plan. Home assignment is the basis for retaining learning. It can be given in different forms:

- (i) Use the new words in their sentences.
- (ii) Make a list of words related with a particular group or topic
- (iii) Remember the spellings of new words.
- (iv) Write the answer of the given questions.
- (v) Some project work may also be given.

## **Exercise**

- Q.1. What are the aims of teaching prose?
- Q. 2 Describe in brief the various steps of teaching prose.

## 8.2 TEACHING OF POETRY

Coleridge defined poetry as, 'The best words in their best order.' Poetry embodies the beauty of form, beauty of thought and beauty of feelings. E. Allen Poe calls poetry, "The rhythmical creation of thought." Poetry has tremendous appeal for children and it is the best way of exciting their love of the language. It lays the foundation for the appreciation of the beauty of language. It educates their emotions and enhances their power of imagination. The rhythm of poetry helps the students to acquire natural speech rhythm. According to Prof. S. Subrahmanyam, "Poetry leads an all round development of the whole personality of the pupils particularly the emotional, imaginative, intellectual aesthetic and intuitive sides."

### 8.2.1 Aims of Teaching of Poetry

Poetry is taught for sheer pleasure and enjoyment. It further lays the foundation for an adequate appreciation of English poetry. Therefore the aims of teaching of poetry should be different for different levels. The general aims of teaching English poetry are as follows:

#### 1. **General Aims**

##### **At Primary Level**

- (i) To enable the students to recite the poem with proper rhythm and intonation.
- (ii) To enable the students to enjoy the recitation of the poem.
- (iii) To develop the students' power of imagination.
- (iv) To train the emotions of the students
- (v) To develop love for poetry reading and writing.

##### **At Secondary /Higher Secondary Level**

- (i) To enable the students to appreciate the poem.
- (ii) To enable them to understand the thought and imagination contained in the poem.
- (iii) To appreciate the rhyme & rhythm and style of the poem.
- (iv) To train the emotions, feelings and imagination of the students.



- (v) To develop their aesthetic sense.
- (vi) To create love for English poetry.

## 2. **Specific Aims**

The specific aims of teaching poetry differ from poem to poem. They depend largely on situation, scene, feeling and thought depicted in the poem.

The specific aims of teaching English poetry are as follows:

- (i) To enable the students to recite the poem namely '-----' with proper rhyme and rhythm.
- (ii) To enable the students to enjoy the recitation of the poem '-----'
- (iii) To understand the central idea of the poem.
- (iv) To communicate the exclusive message of the poem to the students.
- (v) To enable them to appreciate the beauty and images depicted in the poem.

### 8.2.2 **Procedure of Poetry Teaching**

Procedure of poetry teaching involves the following steps:

- (a) **Preparation**
- (b) **Presentation**
- (c) **Comprehension/Appreciation**
- (d) **Home Assignment**

#### **Preparation**

Under preparation following points are to be considered:

- I. **General Aims** (already discussed)
- II. **Specific Aims** (already discussed)
- III. **Material Aids**

A suitable material aid can be used depending on the theme and content of the poem.

- IV. **Previous Knowledge**

The teacher should know the previous knowledge of the students related to the theme of the poem to be taught. It is on the basis of previous knowledge that the new lesson is to be introduced in the class.

#### V. **Introduction**

Teaching of a poem should begin with a beautiful introduction about the poem and its author. This will arouse the interest of the students and create the appropriate environment for teaching the poem.

Introduction of the poem can be done in different ways:

- (i) Parallel poem that describes the similar theme or similar emotion may be read.
- (ii) By giving a brief summary of the poem pertaining to the back ground and general theme of the poem and then asking few questions on it.
- (iii) By giving a life - sketch, poetic style and characteristics of the poet.
- (iv) If the poem is descriptive, a picture can be shown. Two or three questions on the picture can be asked.

#### Vi. **Statement of the Aim**

After introducing the poem and its author, the teacher should announce the aim of teaching the poem.

#### **Presentation**

According to Ryburn, " A good poem is a complete whole." Therefore poetry should be taught in one unit, but in condition that the poem is too long, it must be divided in units in such a way, so that it may not loose its rhythm, music and emotional effect. The presentation stage consists of the following points:

- (i) **I<sup>st</sup> Model Recitation by the teacher**

Recitation is the soul of poetry. Reading a poem with proper rhythm, stress and intonation is of vital significance. The model recitation by the teacher helps the students to experience or feel the poem in its totality without going into other detail. Therefore the teacher should recite the poem with proper rhythm, stress and intonation. At this time the students should listen to him carefully with their books closed.

(ii) **II<sup>nd</sup> Model Recitation by the Teacher**

According to Ryburn, "One reading, of course, is not enough. It must be read twice or thrice." To have greater effect, the teacher recites the poem once again with proper rhyme and rhythm. This time the students are asked to open their books and follow in it.

(iii) **Imitation Reading by the Students**

The teacher asks two or three students one by one to recite the poem in the same manner, he has recited. This requires a lot of practice on the part of the students and helps the students to enjoy the recitation and feel the music and beauty of its language.

(iv) **Meaning of Difficult Words**

The expositions of words are not done in detail while teaching of poetry. Only those difficult words or phrases which create hindrance in the comprehension of the poem should be explained.

(v) **Silent Reading of the poem by the students**

During this step, the students may be asked to read the poem silently and grasp the theme of the poem. At the primary stage silent reading can be avoided.

(vi) **Chorus Recitation**

At the primary stage, the students enjoy the recitation of the poem in chorus. It helps them in overcoming their shyness. At this stage the teacher can read the poem line by line which shall be followed by the students collectively.

### **Comprehension / Appreciation**

After several readings of the poem, the teacher puts some questions to test their comprehension of the theme of the poem. These questions should be simple and short. Appreciation questions are asked on the appreciation of beauty of language, thought, emotions and images of the poem. The students may be asked to:

- Pick out the rhyming words,
- To complete the lines.
- To explain the central idea of the poem.

### **Home Assignment**

Home assignment in poetry teaching is not much of importance. Children can be asked to memorize the poem or do some creative work or write the gist of the poem in their own words.

### **Exercise**

1. 'Recitation is the soul of poetry.' Explain.
2. What are the various ways of introducing the poem in the class?

## **8.3 TEACHING OF GRAMMAR**

Grammar is the study of organization of words into sentences which is based on certain rules. According to Prof. Nelson Francis, "Grammar is the set of formal patterns in which the words of a language are arranged in order to convey meanings. It gives the pupils ability to speak and write correctly and enables them to use formal language patterns properly for describing a thing." The acquisition of the grammatical system of a language remains the most important element in language learning.

### **8.3.1 Aims of Teaching of Grammar**

The aims of teaching grammar are as follows:

- (i) To develop student's insight into the structures of English language
- (ii) To enable the students to develop their understanding about the rules of English grammar through use and practice.
- (iii) To enable the students to assimilate the correct patterns of the language without rote memorization.
- (iv) To enable the students to speak and write correctly.
- (v) To develop a scientific attitude towards the language.

### **8.3.2 Methods of Teaching Grammar**

There are four main methods of teaching grammar:

- 1) The Traditional method
- 2) The informal method
- 3) The reference or correlation method
- 4) The inductive-deductive method

## **The Traditional Method**

In this method grammatical items are taught with the help of a grammar book which contains definitions, rules, examples and exercises. For example:

**Definition of Noun:** "A noun is the name of a person place or thing"

**Examples:** Sachin, Seema, Delhi, Kanpur, Book, Chair etc.

**Exercise:** Underline the nouns in the following sentences.

Rajesh lives in Delhi.

My father gave me pen.

The main procedure in this method is from rule to example. It emphasizes on rote learning of rules and definitions. Students find it least interesting and monotonous.

## **The Informal Method**

This method advocates the teaching of grammar not by rules but by usages. By continuous practice of using words while speaking, reading and writing grammar can be learnt. This method proves useful at the early stage when students learn language by lot of oral work. This method demands a lot of practice and time for learning the grammatical items on the part of the students. The students do not get systematized knowledge of grammar.

## **The Reference or correlation method**

This method is also called incidental method as grammar is taught incidentally in this method. Grammar is taught while teaching the text book lesson or a composition. The sentence patterns, structures etc that are used in the text book lesson or composition are taught during teaching of the lesson. For example:

While teaching the particular lesson, the teacher instructs the students to note all the examples of the present tense and past tense separately.

After noting the different sentences of present tense and past tense, the grammatical rules are discussed in the class. This method lays stress on the application of the rules and their usage. It is not considered a complete method as grammatical items are taught only incidentally. It can interfere with the normal teaching.

### **The Inductive and Deductive Method**

This method is considered to be the best method as it follows certain educational principles from known to unknown, from simple to complex, from general to particular, from concrete to abstract etc.

Inductive means to proceed from observation to laws and rules.

Deductive means to proceed from the law and rule to observation and examples.

This method has two processes:

(a) Inductive Process

(b) Deductive Process

For teaching grammar inductively and deductively following steps are to be followed:

#### **Inductive process**

(i) Presentation of examples in a systematic way.

In the first step, the teacher presents the examples of the grammatical item to be taught in a systematic way.

(ii) Observation and analysis of examples

The teacher asks the students to observe the examples and analyze them with the help of students.

(iii) Generalization/Generation of rule or definition

After analysis of the examples, they come to certain conclusions or generalization and draw certain rule or definition.

## **Deductive Process**

- (i) Presentation of the rule or the definition.

In this step, the teacher points out the rule or the definition.

- (ii) Verification and application of the rules.

The teacher gives several other examples to verify the rule or the definition. The teacher again motivates the students to observe and analyze the example and apply the rule or the definition.

- (iii) Practice for the application of the rule.

The teacher gives ample practice for the application of rule and definition.

Inductive & deductive method is based on psychological maxims of learning and makes the active participation of the students. It has no place for rote memorization as the rules and definitions are discovered by the students themselves. Thus it stimulates their thinking and reasoning power.

It is advisable that grammar should be taught informally at the early stage with the inductive and deductive method and incidental method at the middle stage and with traditional method at the higher stage.

## **Exercise**

1. What are the aims of teaching grammar?
2. Mention the steps of Inductive and Deductive Method of teaching grammar?



## 8.4 TEACHING OF COMPOSITION

Composition is the expression of thoughts, ideas, feelings, observations, experiences in written form. It refers to the process of collecting thoughts or information, arranging them in a sequence and expressing them in accordance with recognized standards of form. An essay, a story a letter, a poem, a description etc are some of the forms of composition. Proper organization, clarity and effectiveness of the subject matter are some of the important points to be kept in mind while writing composition.

### 8.4.1 Aims of Teaching Composition

#### General Aims

- (i) To encourage the students to express their ideas in an organized and systematic way.
- (ii) To enable them to develop their skill of writing.
- (iii) To enable them to use appropriate vocabulary in writing various forms of composition.
- (iv) To enable them for logical presentation of facts and ideas.
- (v) To develop their communicative competence.

### 8.4.2 Types of Composition and Their Teaching

There are two types of composition:

- (1) Oral composition
- (2) Written composition

They are further divided as:

- (i) Guided oral composition      (i) Guided written composition
- (ii) Free oral composition      (ii) Free written composition

### 8.4.3 Oral Composition

Composition should begin with the power of speech. It should be oral, long before it is written, as it paves the way for written composition.

#### Aims of oral composition

To give practice for using graded structures and sentence patterns orally.

- (i) To enable the students to express their ideas, interest and feelings freely.
- (ii) To create suitable situations in the classroom to make them speak on their own.

#### Teaching of Oral Composition

Following methods can be adopted for teaching oral composition at early stage.

(a) Asking students to repeat the sentence which the teacher speaks. For example:

Teacher : I am reading

Students : I am reading

(b) The teacher can ask some question by showing object or performing actions. For example:

Teacher : What is this?

Students : This is a chalk.

Teacher : What is this?

Students : This is a blackboard.

Teacher : What am I doing?

Students : You are writing.

(c) The teacher can ask question on a picture after describing it. For example:

Teacher : What is he?

Students : He is a boy.

Teacher : What is he doing?

Students : He is playing.

(d) The teacher can ask the students to read out the substitution tables and make various sentences. For example:

He/She	<p>gets up</p> <p>reads</p> <p>takes bath</p> <p>goes to school</p>	in the morning.
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- (e) The teacher can ask questions from the text book.
- (f) The teacher can narrate the simple story and ask questions on it.
- (g) The teacher may have conversation with the students on various topics of general interests.
- (i) The students may be asked to play simple drama.

### **Guided oral Composition**

Guided composition is also known as controlled or directed composition. In guided composition, the students are supplied with the necessary vocabulary and structures to be used to speak or write. At the early stage, the oral composition should be strictly guided because students should proceed from imitation to improvising, from reproduction to original expression. Thus guided composition paves the way for free composition. Guided oral composition can be done by the following exercises:

- (a) Repetition of sentences and structures.
- (b) Substitution tables
- (c) Transformation of sentences
- (d) Reproducing a situation
- (e) Reproducing a picture description
- (f) Reproducing a story

## **Free oral Composition**

As the students gain mastery over the guided and controlled vocabulary and structures, they are encouraged to use new words and sentences on their own and express themselves freely. It promotes them for thinking freely. Free composition should be introduced at the later stage when students have done lot of practice in guided and controlled composition.

The teacher can adopt various methods for teaching free oral composition at the later stage:

- (a) The teacher can ask the students to describe the picture or an object on their own.
- (b) The students can be asked to describe the important incidents or events.
- (c) Debates, extempore and speech may be organized on the topics in their range of experience.
- (d) Conversation can be arranged in the class in pair or group on familiar situations.
- (e) Short dramas and one act play can be enacted in the class.

### **8.4.4 Written Composition**

Written composition should follow oral composition when the students have gained sufficient knowledge of English vocabulary, structures and spellings. The aims of written composition are as follows:

- (i) To develop their writing ability.
- (ii) To enable them to write correctly
- (iii) To enable them to express their ideas and thoughts in writing in an organized way.

There are two types of written composition:

- (a) Guided written composition
- (b) Free written composition

#### **8.4.4.1 Teaching of Written Composition**

**Guided Written Composition** is usually introduced at the early stage. The teacher guides the students to write with the help of controlled vocabulary and structures. It lays the foundations for writing free composition. Guided written composition can be done by using the following methods:

- (i) By giving dictation
- (ii) By giving certain words and asking the students to make the sentences using those words.
- (iii) By giving substitution table to make various sentences.
- (iv) Writing description of an object or a picture with the help of key words.
- (v) By asking to complete the story or a paragraph by filling the gaps.
- (vi) By giving few sentences from the text book and ask them to write parallel sentences.
- (vii) By reproducing the gist of story.
- (viii) By reproducing the description of the picture.
- (ix) Expansion of a topic on the basis of the given outlines.

**Free Written Composition** should be introduced at the later stage. In free composition, there is no restriction on the students regarding use of vocabulary, structures and the length of composition etc. Students are free to tackle the topic on their own freely. They are encouraged to think freely and express themselves freely.

## Types of free composition

There are five types of free composition:

(i) **Narrative composition**

It involves description of an event like visit to the zoo, a journey by train etc. Before making them writing the narrative composition on a given topic, the teacher may refresh their memory by discussing the event or the incident and ask them to write on their own in their own words.

(ii) **Story type composition**

The teacher can present a picture or series of pictures before the students and ask them to write the story. Or teacher may give certain hints and some sentences and ask them to develop the story.

(iii) **Reflective Composition**

It includes essay writing, letter writing application etc.

(a) **Essay writing:** At the early stage, teacher should give easy topics for essay writing but at the higher stage, students can be given all types of topics to write in their own style. They should be made clear about the parts of the essay i.e. introduction, main body and conclusion.

(b) **Letter writing:** Letter writing can be divided into two categories:

(i) Informal letters (ii) formal letter

The students should be made familiar with various parts of formal and informal letters and about different style of writing them. Initially they may be given the format of particular letter and asked to complete it.

(iv) **Imaginative composition**

The teacher can give some imaginary situation or topic to the students to write on it using their own imagination. For example: If I were a principal! When I trapped in a road jam!

(v) **Literary composition**

Literary composition includes abstract writing and explanation writing.

## Exercises

1. What is the difference between guided composition and free composition?

2. Describe various methods of teaching oral composition at early stage.

## **8.5 SELECTION OF TEACHING LEARNING MATERIAL (TLM)**

TLM is commonly used acronym that stands for Teaching Learning Material, Broadly the term refers to a spectrum of educational materials that a teacher uses in the classroom to support specific learning objectives as said out in lesson plans. Teaching Learning Materials are tools for significant teaching and learning. They are useful to enhance the quality of teaching learning process. A teacher must explore a variety of materials as suitable aids for instruction to supplement the textbook to provide additional information, to broaden the concepts and to arouse students' interest.

Teaching Learning Materials in teaching of English prove to be supportive in providing experiences to the students in their development of language competencies. Some of the important teaching learning materials are:

- (i) Text book
  - (ii) Supplementary Reading Materials
  - (iii) Work books
  - (iv) Reading Materials- newspaper, magazines, story books etc.
  - (v) Reference Materials- encyclopedias, dictionaries etc.
  - (vi) Graphic Materials - charts, pictures, cartons, posters etc.
  - (vii) Activity Materials- flash cards, puzzles, crosswords, word building blocks and other language games.
  - (viii) Language lab
  - (ix) Sophisticated Materials or Electronic Materials- radio, tape - recorder, T.V. multi media kits etc.
- (i) Textbook**

The textbook plays a significant role in the teaching of English. It is helpful in presenting the teaching learning materials in a systematic way with illustrations. It acts as a guide to the teacher and facilitates in stabilizing the students' learning. It provides examples for the usage and methods of teaching vocabulary and structures.

A good textbook should cover the objectives of teaching English. Subject matter should be according to the need, ability and standard of the students. The vocabulary, phrase patterns and sentence structures should be properly selected and graded. It should be well illustrated with relevant pictures, diagrams etc.

**(ii) Supplementary Reading Material**

Supplementary reading materials are complementary to text books to enhance the information already acquired through the textbook. The language of supplementary reading material should be easier than that of the textbook.

**(iii) Work Book**

Work books supply the materials through which the students learn by doing. Problems are given requiring application of the knowledge gained in new situations. For language learning different exercises based on the text book materials, should be given for practice in various situations.

**(iv) Reading Materials - Newspaper/Magazines/Story books**

The newspaper can play important role in teaching of English. The students are motivated to develop their reading skills. The teacher must judiciously use the newspaper activities. Selecting small items like headlines, news columns (sports, kid's zone etc.) pictures, cartoons and advertisements can be successfully used by a resourceful teacher.



Selecting easy and small items would help the students developing their language skills.

So many magazines are published for school children providing supplementary materials for classroom information in the form of interesting stories. These story books should be colorful, attractive and well illustrated with pictures. It should contain varied and interesting topics in simple and easy language.

**(v) Reference Books**

Textbooks need to be supplemented with additional material for extra information and illustrations. Various reference books such encyclopedias, dictionaries etc. prove very effective for learning language.

**(vi) Graphic Materials- Charts/ Pictures**

Charts are combination of graphic and pictorial media designed for the orderly and logical presentation of facts and ideas. Charts are very useful for presenting vocabulary items, structures, substitution tables, composition etc. These charts should be large in size and necessary material should be written in bold letters so that it may be easily visible to all students.

Pictures prove to be very attractive and interesting for teaching of poems and stories. The pictures should be clear and large and should not be overloaded with information. 'One picture, one idea', is a good rule to follow.

**(vii) Activity Materials - Language Games / flash cards etc.**

Language games help the learners to learn language in an interesting manner. Language games are oral and written exercises to help students to enhance their vocabulary, comprehension and expression. Language games should be selected on the basis of learner's age and level, size of the class and availability of time and materials. Equipments or materials, required for using games such as objects, pictures, flash cards etc should be assembled prior to introducing the game in the class.

**(viii) Language Lab**

Language lab is an aid in modern language teaching. It is an audio or audio-visual installation. It is used for language teaching and remedial teaching. The students are exposed to a variety of listening and speaking activities. It builds self confidence of learners in using English language.

**(ix) Sophisticated Materials - Radio, Tape-recorder, T.V., Multi- Media Kits etc.**

Multi-Media are modern technological materials used for teaching learning. Originally devised for entertainment purpose, the radio is being widely used for educational purposes. The IRP lessons engage students for English teaching through local stories and songs while supporting teachers to develop student-centered teaching skills. The teacher should manage the time-table according to the programme. The teacher can record programmes related to their subjects on tape-recorder and replay them with commentary in the classroom whenever needed.

Records of short talks on interesting topics, recitation of poems or a dramatic piece on tape recorder prove effective in developing worthwhile standards of correct speech. It also provides opportunities to

the students to record their speech and listen to it. It improves their pronunciation and speech ability.

Television can also be used effectively in teaching. It appeals to both eyes and ears. Different stories, pictures or dramas can be shown on it. Teachers can deliver lessons through this media. Besides this, digital library allows teacher to access teaching materials developed by national or international organizations. The multi - media kit is also helpful in improving the learning gains in students as well as improving classroom transactions of teachers. The judicious and careful selection of TLM is needed according to the need, ability and standard of the students.

### **Exercise**

1. How Teaching Learning Materials are useful in teaching English language?
2. Describe some of the teaching learning materials for teaching English language.

## 8.6 LANGUAGE GAMES

Children love playing games and performing activities. They seek fun and enjoyment while playing any game and performing any joyful activity. Any game that facilitates learning of language is a language game. Language games are based on play-way method of learning. Learners feel that they are playing a game. At the same time they do acquire language ability consciously or unconsciously.

### Advantages of Language Games

1. They help to motivate children and sustain their interest.
2. They give variety to the day to day teaching.
3. They develop their power of observation and imagination.
4. Language games throw challenges which they take up joyfully.
5. They help to create contexts in which language can be practiced usefully and meaningfully without any stress.
6. They suit various levels of the students.
7. They ensure maximum participation of students and give opportunities for cooperation, interactions and healthy competition.
8. They create pleasing classroom atmosphere to acquire language abilities.

### 8.6.1 Types of Language Games

There are mainly three types of games:

- (A) Listening/ Speaking
- (B) Reading/ writing
- (C) Vocabulary/ Grammar

Any game can be oral/ written depending on the level of the learner and the objectives of the lesson. Some games are described below:

(i) **Identification Games:**

- Presenting an object and describing it or describing an object and asking to indentify it.
- Asking about any hidden object or item.
- To select a picture on the given description.
- Reciting a poem or telling a story.

(ii) **Spelling Games**

Spelling games are useful for learning the spelling of different words.

They are:

- The teacher writes a word on the blackboard and asks the students one by one to speak a word beginning with the last letter of the word e.g. Fan - nest- time- ear - rat & so on.
- The teacher writes a word on the blackboard and instructs the students one by one to make different words using the different letter of that particular word. e.g. 'forehead' ear, red, head, hear, roar etc.
- The teacher gives jumbled letters or words to arrange them in a order to form the particular word or sentence. He can write a word missing certain letters and ask the students to fill up the missing letters.

## **Reading games**

Crossword puzzle and comprehension puzzle are used in reading games.

For example:

- The teacher distributes the work- sheet among the students and asks them to encircle the parts or body.

h	a	n	d	e	f	o	f	t
e	m	o	k	f	h	a	i	r
a	o	s	n	a	n	o	n	e
r	u	c	e	c	l	e	g	y
s	t	o	e	e	y	e	e	e
e	h	o	n	o	s	e	r	s

- Read the following and guess what I am.

I wear a cap but I am neither a man nor a boy. I can write but I can't read. I drink but I don't eat People keep me in their pockets. But I am not money. My friends are paper. (answer-pen)

## Writing Language games

### Vocabulary games

- Students are directed to construct different words using prefix or suffix to the root words.
- Change one letter in the given words and write three other words/objects. For example: Plate
- Write the names of animals/ things hidden below:  
as 'cat' is hidden in cattle,

### Sentence/ structure game

- The teacher writes some action word on the blackboard asks the students to use in sentences. He can ask them to make as many sentences as they can by replacing the action words.

- The teacher can give a particular structure and ask them to make the same structure by replacing the noun/pronoun/ verb etc.

There are so many other games which an English teacher can innovate according to the learning's age and level, size of the class and availability of time and materials to make English language learning joyful.

### **Exercise**

- (1) What is the role of language games in English teaching?
- (2) Describe some of the language game for teaching spelling.

## 8.7 EVALUATION

Education today aims at 'behavioral changes in the personality of students. For this, all learning experiences are provided to bring these changes in them and evaluation is there to direct and assess the whole process by applying various techniques and devices.

According to J.W. Wrightstone, "Evaluation is a new technical term introduced to design a more comprehensive concept of measurement." This definition refers to the wider concept of measuring the achievement of students. As evaluation is a continuous process. It forms an integral part of the whole learning process and is intimately related to educational objectives.

The traditional test and examination simply measured the achievements of the students in quantitative figures, percentages and averages only. They could not assess the modifications in the behaviour of students in the form of certain skills, interests, attitudes and thinking abilities. Evaluation is concerned with the all round development of students' personality pertaining to cognitive, affective and psychomotor objectives.

### 8.7.1 Steps of Evaluation

There are following steps in evaluation:

- (i) Determining the educational objectives.
- (ii) Organizing learning experiences to change the behaviour of students according to educational objectives.
- (iii) Measurement of behavioural changes according to the objectives.

These steps are also applicable to the teaching of English language.

There are four objectives of teaching English in schools:

- (i) To enable the students to hear and understand the spoken English.



- (ii) To enable them to speak English.
- (iii) To enable them to understand what they read in English.
- (iv) To enable them to write English.

These objectives correspond to the four basic language skills and abilities of listening, speaking, reading and writing.

The teacher of English should first determine the aims and objectives of teaching English, secondly, he should determine the learning experience to be brought, thirdly, to use different techniques and devices to measure the desired behaviour and outcomes in the students.

### **8.7.2 Devices of Evaluation**

For the measurement of the behavioural changes in the students, following devices are used:

1. **Observation**  
This device helps to observe the behaviour and the activities of the students when they are placed in desirable circumstances.
2. **Interview**  
This device is helpful to know their attitudes, interests etc.
3. **Questionnaire**  
Questions are put from a list to know their individual tastes and aptitudes. It may be oral or written.
4. **Check List**  
Check-list is good information gathering device regarding interests, attitudes, and values of the students.
5. **Pupils' Product**  
Drawing, painting, charts, handwriting, recitation of poems and songs give expression of students' personality.
6. **Records**  
Diaries, anecdotal records and cumulative records maintain progress and performance of students. Their interests and achievements can be assessed with the help of these records. Such records can also be used to provide guidance to them.

## 7. Tests

Tests are most frequently used means of evaluation. Tests can be oral and written.

### 8.7.3 Preparation of Test items

#### (a) Oral Test

These are intended to test- (i) reading, (ii) comprehension and (iii) expression (speaking).

##### (i) Reading

The teacher asks the students to read a passage, one by one and he himself corrects their pronunciation, intonation, stress etc.

##### (ii) Comprehension includes

###### - Auditory comprehension

Teacher reads a passage and asks questions on it.

###### - Picture comprehension

The teacher shows a picture to the students and asks various questions on it.

###### - Story comprehension

The teacher narrates a story and asks some questions related to the story.

##### (iii) Expression (Test of speaking)

- The teacher shows a picture and asks students to describe it.
- The teacher performs some actions and asks the students to describe them.
- The teacher gives some topics and asks the students to speak a few sentences.
- The teacher asks some general questions.
- The teacher asks the students to narrate a story or an incident.

#### (b) Written test

Written tests are meant to test -

Vocabulary, language studies (Grammar), composition and comprehension.

Written tests can further be divided into:

- (i) Essay type
- (ii) Short answer type
- (iii) Objective type

(i) **Essay Type**

The answers of essay type questions are long and they are very useful to test the power of expressions of the students. For example:

- Write the main idea of the passage or the poem.

(ii) **Short Answer Type**

These tests consist of short answer questions. For example:

- Write definitions.
- Comprehension questions from prose & poetry.

(iii) **Objective Type**

The answers of these questions are very short and to the point. For example:

- Simple recall questions.
- Completion of sentences.
- True and false test.
- Multiple choice test item.
- Matching test items.
- Fill in the blanks.
- Classification test item.

**Exercise:**

1. What do you mean by 'evaluation'?
2. What are the different devices of evaluation?

## Exercises Unit VIII

Name of the Student : .....

Registration No. : .....

Signature of the Valuer

Name & Address.....

### A. Choose the correct answer:

- (a) Silent reading helps the students to
- (i) read the passage aloud with proper pronunciation, stress and intonation.
  - (ii) comprehend the passage.
  - (iii) enrich the vocabulary.
- (b) Poetry is taught for
- (i) pleasure and enjoyment.
  - (ii) facts and information.
  - (iii) enrichment of vocabulary.
- (c) Inductive process proceed from.
- (i) whole to parts.
  - (ii) rule to examples.
  - (iii) examples to rule.
- (d) In guided composition the students are
- (i) free to thinks freely.
  - (ii) provided controlled vocabulary and structures.
  - (iii) free to use the vocabulary and structures on their own.
- (e) The term evaluation means
- (i) comprehensive measurement of student's behaviour.

(ii) measurement of student's achievement in percentage.

(iii) annual examination of student's performance.

**(B) Answer the following questions in short.**

Q.1 What are the aims of teaching poetry at junior level?

Ans. ....  
.....  
.....

Q.2 Define the term "evaluation".

Ans. ....  
.....  
.....

Q.3 Why teaching learning materials are useful for teaching English language?

Ans. ....  
.....  
.....

Q.4 What do you mean by guided composition?

Ans. ....  
.....  
.....

Q.5 Write the process of inductive method.

Ans. ....  
.....  
.....

**(C) Answer the following questions:**

Q.1 What are the different steps of teaching a prose lesson?

Ans. ....  
.....  
.....

Q.2 Describe in brief the different methods of teaching grammar?

Ans. ....  
.....  
.....

Q.3 Which games do you like to use for enrichment of vocabulary?

Ans. ....  
.....  
.....

Q.4 Explain with examples the different types of test items.

Ans. ....  
.....  
.....

Q.5 Discuss various methods of teaching oral composition at early stage.

Ans. ....  
.....  
.....

# **Diploma in Education Examination**

**Second year**

**Subject- English**

**Unit- IX**

**Topic:**

## **9. Teaching Language Skills**

**(Part-I)**

- 9.1 Listening- Practice in listening and comprehension; English Speech Sound; Interactive Radio Instruction(IRI)
- 9.2 Speaking- Reading aloud; recitation of poem; narration of stories; discussion

## 9. TEACHING LANGUAGE SKILLS (PART I)

### Introduction:

In the previous Unit VIII we have learnt how to teach Prose, Poetry, Grammar, Composition, the Selection of Teaching Learning Material (TLM), Language Games and the preparation of different types test items for evaluation.

Now we are going to learn two basic language skills- Listening and Speaking skills which include speech sound, IRI, reading aloud, recitation of poems, narration of storied discussion etc,

### 9.1 Listening Skill

Listening and speaking skills are the two sides of the same coin. In the act of communication, they are complementary to each other and therefore, both should be practiced in close relation to each other. Oral speech is acquired through constant practice. Speech, rhythm, pronunciation etc. are learnt by listening to appropriate language models.

If we want our learners to learn to speak well, we have to give prominence to the development of listening skills as well. Storytelling, interviews and conversation etc. are activities which provide ample opportunities to the students for listening. Taped material can also be used to enhance this skill. Some activities/techniques for developing listening skill can be as following :

- (1) The teacher can read out a passage, a list of words etc. and ask them to identify the number of times a specific word or a grammatical category occurs.
- (2) Listen and draw.  
The learners will draw different shapes etc. (According to the instructions given by the teacher).
- (3) Timetables, bio-data forms, etc. can all be used as grids. A text can be read out and the details filled in.
- (4) Flow charts can also be used as a task sheet for a listening activity.
- (5) Using maps - Maps can also be used as task sheets in these listening activities. They can be used to mark:
  - a route
  - a particular place
  - where different people live



### 9.1.1 Follow up work

A follow up task is a must after a listening activity focusing on structures, remedial practice or doing an oral or written task related to the activity.

The role of the teacher in an oral lesson is very important. The teacher acts as a motivator. His personality, competence and confidence, his ability to create interest in students play a vital role in developing the listening and speaking skills in them.

### 9.1.2 Practice Materials:

1. Listen to the following words carefully from the teacher and note how the plurals of the words are pronounced. After listening the words enter them in the correct column.

words	/s/	/z/	/iz/
Examples	cats	dogs	buses
Pens			
Months			
Eyes			
Bridges			
Caps			
Roses			
Judges			
Watches			

2. Listen to the way the suffix 'ed' is pronounced in the following words by your teacher. After listening the words enter in the correct column.

words	/t/	/d/	/id/
Examples	looked	wanted	laughed
cleaned			
started			
Called			
Missed			
Robbed			
Begged			
Stopped			
realised			

### 9.1.3 English speech sounds

We speak in order to be heard. We cannot call any sound a speech sound. The sounds produced by the speech organs are known as speech sounds. They can be classified into vowels and consonants.

There are 20 vowel sounds in English language. (12 pure vowels and 8 diphthongs) A vowel may be defined as a voiced sound in the production of which there is no obstruction, partial or complete of the air passage. English has twelve and eight diphthongs.

A consonant may be defined as a sound in the production of which the air from the lungs is obstructed as a result of a narrow or complete closure of the air passage. English has twenty four consonant sounds. Here is a list of symbols of vowel and consonant sounds.

### 9.1.3.1 Key to Phonetic Symbols

Pure vowels	Diphthongs:
/i:/ as in seat	/eɪ/ as in say
/ɪ/ as in sit	/aɪ/ as in fly
/e/ as in set	/oɪ/ as in boy
/æ/ as in sat	/aʊ/ as in how
/ɑ:/ as in farm	/ju/ as in no
/ɒ/ as in shot	/ɪj/ as in here
/ɔ:/ as in sort	/eɪ/ as in hair
/ʊ/ as in foot	/ʊj/ as in poor
/u:/ as in shoot	
/ʌ/ as in shut	
/ɜ:/ as in shirt	
/ɹ/ as in upon	

### 9.1.3.2 Consonants

/b/ as in bed

/d/ as in dog

/f/ as in fan

/g/ as in get

/h/ as in hat

/k/ as in king

/l/ as in lamp

/m/ as in man

/n/ as in not

/p/ as in pen

/r/ as in run

/s/ as in sit

/t/ as in time

/v/ as in very

/w/ as in wet

/z/ as in zoo

/ʃ/ as in sheep

/tʃ/ as in church

/dʒ/ as in judge

/ŋ/ as in sing

/θ/ as in thick

/ð/ as in this

/j/ as in yet

/z/ as in pleasure

**Note:** A good English Dictionary can be consulted for the correct pronunciation of Words.

#### 9.1.4 Interactive Radio Instructions (IRI):

Radio broadcast started in India in 1927 with two privately owned transmitters at Bombay and Kolkata. In 1947 all India Radio's network consisted of six radio stations. Now there are more than 419 stations covering all important regions of the country. The programmes are broadcast from 264 transmitters covering 95% of the population of the country.

#### Use of Radio in Education

As radio is the simpler and more economical technology to meet India's economic, social, linguistic and geographical requirements there has been its wider and more effective utilization for broadcasting educational programs throughout the country. Compared to television it is inexpensive. Today radio stations in almost all states broadcast educational programs for both in school and out of school groups adding to their special programmes for children in the age integrate the radio broadcast with teaching in schools particularly in the area of language instruction. What is needed now is to develop is to develop enough support material to go with the radio programmes.

The introduction of educational radio can be placed under five heads as five types of radio broadcasts:

1. School broadcast
2. Adult education and community development project.
3. Farm and home broadcast
4. University broadcast
5. Language learning projects.

**School Broadcast:** - It was only in 1937 that organize school broadcasting started in Kolkata funds were allotted to schools to buy radio sets. With the passage of time and acquisition of more experience, the AIR tried to make its broadcast more curriculums oriented.

**Adult Education and community development project:** In 1956 an attempt was made to communicate with the rural people and promote innovation through broadcast. The programmes were called the radio forum and were

tried in 144 villages around Pune. The project was a great success. Members of the forum learnt a great deal from the radio programmes.

**Farm and Home Broadcast:** To improve the effectiveness of radio programmes in rural/social change AIR initiate farm and home broadcast in 1966. The aim was to educate the farmers and provide them assistance in adopting innovative practices in their fields.

**University Broadcast:** Radio programme on subjects of academic interests have been broadcast from the AIR station from the very beginning. However it was believed that the desire to expand higher education as wide as possible among the different states of the society could be fulfilled through the use of educational radio broadcasts.

**Language Learning Project:** In 1970-80 the AIR conceived of an implemented and experiment to use radio broadcast for language teaching. Under this experiment an attempt was to teach Hindi as first language to school going children. The experiment was called the radio pilot project and as aimed covers more than 500 primary schools of Jaipur and Ajmer districts. The project was found useful to the children and research studies have revealed the contribution of the project in improving the vocabulary of children.

#### **9.1.4.2 Interactive Radio Instructions programmes in Madhya Pradesh**

Rajya Shiksha Kendra and Educational Development Centre Bengaluru have introduced an Interactive Radio Instructions programme (IRI) in Madhya Pradesh. It aims to teach English to primary school children using an experiential pedagogy based on technology. In addition to teach English to children and teachers for an interactive activity based teaching learning process, it was envisaged that new technique of teaching would lead to change in learning environment as a whole.

A pilot project was undertaken during a period of one month duration in February 2005 in Mandla and Jhabua districts. As the results of this pilot experiment were encouraging, RSK expanded this programme to state level in August 2006 to enable the benefits of this intervention to reach the maximum number of teachers and children. RSK planned to continue these programmes.

### **Programmes:**

1. **English is Fun level-I:** This radio programme is meant for teaching English to students of classes I and II. This is an interactive radio programme for the learners as well as teachers. The learners learn to speak English by doing play way activities with the help of the teachers. (started on 2006)
2. **English is Fun level-II:** This radio programme is meant for teaching English to students of classes III and IV. This is an interactive radio programme for the learners as well as teachers. The learners learn to speak English by doing play way activities with the help of the teachers. (started on 2007)
3. **Jhimil** - This radio programme is meant for teaching Maths, Science and EVS to students of classes IV and V. This is an interactive radio programme for the learners as well as teachers. The learners learn Maths, Science and EVS by doing play way activities with the help of the teachers. This programme is in Hindi language. (started on 2007)

## **9.2 Speaking Skill**

Speaking is fundamental to human communication in our daily lives, most of us speak more than we write, yet many English teachers still focus on reading and writing. They almost ignore the listening and speaking skills. If students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon lose interest in learning.

If the learners get the right opportunities i.e. if they are given a chance to speak without actually being comes out of what they are doing, they will start participating actively in the language classroom.

### **9.2.1 Objectives of teaching speaking**

Language learning is a process of habit formation. Hence it is important to give enough oral practice. The objectives of teaching speaking are -

- (1) To train the pupils in the mechanism of language through an informal approach.
- (2) To enable them to use build up vocabulary and use it in proper context.
- (3) To prepare ground for efficient reading and writing.
- (4) To converse freely on topics of everyday interest.

## How?

Suggested activities to promote speaking skill

The goal of any speaking activity is developing communicative ability of the learners. This means that the language system has to be internalized activities usually focus directly on the different aspects of language.

### 1. **Eliciting**

Presentation of a lesson will eliciting questions helps students remember words and structures and gives them practice right then and there when the word is introduced. Care should be taken while framing questions. They should be framed in an unambiguous way so that the learners may answer easily.

### 2. **Discussion activities**

These types of activities act as initiators. They may be in the form of pictures. The students may be asked to describe the pictures.

### 3. **Find the difference**

This activity leads to purposeful question and answer exchanges. The vocabulary used is specific. Help can be provided initially.

### 3. **Role Play**

Role play enables the students to imagine, act and speak accordingly. They bring the situations from real life into the classroom. Roles should be selected beforehand if required clues be provided to the learners. Everyday life situations such as shopping, holidays, camps, folktales etc. can be used. Roles such as friends, brothers, sisters, shopkeepers, characters from the textbook can be taken up.

### 4. Games help the teacher to create contexts in which the language is used contextually and meaningfully. Games are task-based and have a purpose beyond the production of speech, serve as excellent communicative activities. Games are learner centred; they integrate various linguistic skills and construct a cooperative learning environment.



## Pronunciation drills

Language learning is a process of habit formation. It is important, that enough practice in sentence patterns is provided to the learner. They help the learner to improve his pronunciation, to speak with proper stress and intonation to grasp the basic patterns and vocabulary, and to speak fluently.

Minimal pairs help the learners to practice the sounds which create problems for them. Example

/i:/	/ɪ/
sheep	ship
feel	fill

## Tongue Twisters:

Tongue twisters also help in improving the pronunciation of the learners.

### Example-

1. She sells sea-shells on the sea shore. But the sea-shells that she sells are not the sea-shells of that shore.
2. Sister Susie sews shorts for soldiers.

## 9.2.2 Reading Aloud

Reading aloud provides practice to the pupils to read with correct pronunciation. The mispronounced words can also be corrected. Initially the learners should not be asked to read anything which they have not mastered orally. The teacher should, therefore help the learners with the pronunciation of new words and patterns which they will come across in their reading. The teacher may ask the learners to repeat after him/her. The teacher should ensure that the learners should not be exposed to bad pronunciation.

The teacher should help the learners to divide the text into sense groups by drawing slanting lines. The learners should be trained to pause according to the sense groups. While reading aloud, the teacher should :

- (1) Stand at a place from where he can be heard while reading.
- (2) Keep the book at a proper distance and in such a way that he can allow his eyes to move all over the class.
- (3) Read with proper gestures, actions, tone and pauses etc.

### **9.2.3 Recitation of poem:**

Poetry has tremendous appeal for children and it helps to arouse the interest of the learners. It has a special appeal for the aesthetic and intuitive sides of the child's personality.

Poetry imparts pleasure to the students. It helps to learn to appreciate poetry. The rhythm of poetry helps the learner to acquire natural speech, rhythm etc. When poetry is read with proper stress and rhythm, the learners receive training in speech and pronunciation.

The teacher should read the poem with correct pronunciation, proper stress and rhythm. Poetry is an art of the ear, not of the eye- in other words, poetry is sound not sight. The best way to teach a poem is to read it well. Good reading helps the learners to understand and enjoy the poem.

### **9.2.4 Narration of stories:**

Story reading or narrating stories is another activity which requires tremendous skill on the part of the teacher. The teacher can keep the class spell-bound for a few minutes.

The change of pitch, tone, speed gestures, repetitions etc. Keep the learners engaged and they are also able to understand the story. A lively narration of stories keeps the boredom away from the classroom. Story telling activity leads to a harmonious blending of learning and recreation.

### **9.2.5 Discussion Skills:**

In a face-to-face classroom setting, students are expected to participate in class discussions and that participation is part of the equation when assessing performance. Asking questions and joining in discussions are important skills for study. In many subjects, you will receive marks for participation and this mark reflects how active you have been in discussions.

#### **Why have discussions?**

- To understand a subject or topic area more deeply.
- To explore ideas.
- To exchange information.
- To expand and clarify your knowledge.

- To improve your ability to think critically.
- To improve your language skills.
- To increase your confidence in speaking.
- A discussion can change your attitudes and ideas.
- A discussion can help a group make a particular decision or come to a conclusion.
- A discussion gives you the chance to hear the thoughts and ideas of other students.

### **Strategies for Improving Discussion Skills**

If you find it difficult to speak or ask questions in tutorials and seminars, try the following strategies.

#### **Observe**

Attend as many seminars and tutorials as possible and notice what other students do. Ask yourself:

- How do other students enter into the discussion?
- How do they ask questions?
- How do they disagree with or support the topic?
- How do other students make critical comments?
- What special phrases do they use to show politeness even when they are voicing disagreement?
- How do they signal to ask a question or make a point?

#### **Learn to Listen**

Listening is an essential skill and an important element of any discussion. Effective listeners don't just hear what is being said, they think about it and actively process it.

- Be an active listener and don't let your attention drift. Stay attentive and focus on what is being said.
- Identify the main ideas being discussed.
- Evaluate what is being said. Think about how it relates to the main idea/theme of the tutorial discussion.
- Listen with an open mind and be receptive to new ideas and points of view. Think about how they fit in with what you have already learnt.
- Test your understanding. Mentally paraphrase what other speakers say.
- Ask yourself questions as you listen. Take notes during class about things to which you could respond.

## **Prepare**

You can't contribute to a discussion unless you are well-prepared. Attend lectures and make sure you complete any assigned readings or tutorial assignments. If you don't understand the material or don't feel confident about your ideas, speak to your tutor or lecturer outside of class.

## **Practice**

Practice discussing course topics and materials outside class. Start in an informal setting with another student or with a small group.

Begin by asking questions of fellow students. Ask them about:

- the course material
- their opinions
- information or advice about the course

## **Participate**

If you find it difficult to participate in tutorial discussion, set yourself goals and aim to increase your contribution each week.

An easy way to participate is to add to the existing discussion. Start by making small contributions:

- agree with what someone has said or;
- ask them to expand on their point (ask for an example or for more information)
- prepare a question to ask beforehand.

You can then work up to:

- answering a question put to the group
- providing an example for a point under discussion
- disagreeing with a point.

## **Discussion Etiquette (or minding your manners)**

In order to successfully negotiate discussion, courtesy is important. The following are a few ground rules for good conduct.

### **Do's**

- Respect the contribution of other speakers. Speak pleasantly and with courtesy to all members of the group.
- Listen well to the ideas of other speakers; you will learn something.
- Acknowledge what you find interesting.
- Remember that a discussion is not a fight. Learn to disagree politely.
- Respect differing views. Those who hold them are not necessarily wrong.

- Think about your contribution before you speak. How best can you answer the question/ contribute to the topic?
- Try to stick to the discussion topic. Don't introduce irrelevant information. If the discussion does digress, bring it back on topic by saying something like 'Just a final point about the last topic before we move on' or 'that's an interesting point, can we come back to that later?'
- Be aware of your body language. Keep it open and friendly. Avoid gestures that appear aggressive.
- Speak clearly. Don't whisper; even if you're feeling uncertain about your ideas or language.

### **Don't**

- Don't take offence if another speaker disagrees with you. Putting forward different points of view is an important part of any discussion. Others may disagree with your ideas, and they are entitled to do so.
- Never try to intimidate or insult another speaker or ridicule the contribution of others.
- Don't use comments like 'that's stupid' or 'you're wrong'. Learn to disagree and argue appropriately.
- Take care to use a moderate tone of voice. If you sound angry or aggressive others will not want to listen to you.
- If you are a confident speaker, try not to dominate the discussion. Pause to allow quieter students a chance to contribute.
- Avoid drawing too much on personal experience or anecdote. Although some tutors encourage students to reflect on their own experience, remember not to generalize too much.
- Don't interrupt or talk over another speaker. Let them finish their point before you start. Listening to others earns you the right to be heard.

## Exercises Unit X

Name of the Student : .....

Registration No. :.....

**Signature of the Valuer**

Name & Address:.....

.....

### Exercises:

1. Describe at least five activities to promote speaking skill.
2. What should the teacher keep in mind while reading aloud?
3. Write a short note on radio in education.
4. Suggest activities for developing listening skill.
5. Cite two examples each for all the speech sounds.

# **Diploma in Education Examination**

**Second year**

**Subject- English**

**Unit- X**

**Topic:**

## **10. Teaching Language Skills (Part-II)**

- 10.1 Reading -Importance of Reading, Reading skills, materials for teaching Reading**
- 10.2 Writing -Mechanics of Writing, spelling, punctuation, indenting, title and subtitle of sections, underlining of quotations, use of parentheses, use of abbreviation, capital letters and correct form of address and applications, giving dictations exercises, practice on essay writing**

## 10. TEACHING LANGUAGE SKILLS (PART II)

### **Introduction:**

In the previous Unit IX we studied about the two basic language skills- Listening and Speaking without learning these two skills we can't proceed further.

In this Unit we will learn about the two remaining skills- Reading and Writing.

### **10.1 Reading**

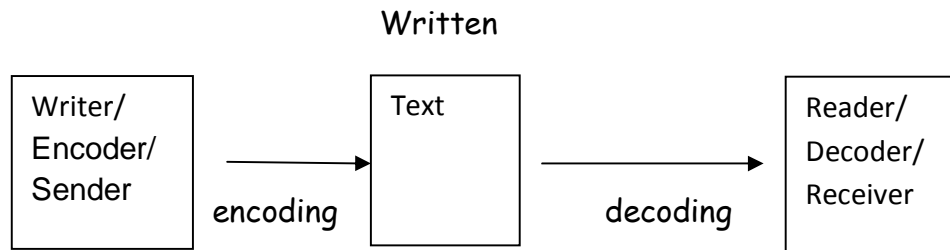
A language teacher is primarily concerned with the language abilities of his pupils. There are four such abilities. Listening, Speaking, Reading and Writing. Of these the ability to read is of paramount importance.

Reading means to understand the meaning of printed words that is written symbols. It implies reading with comprehension. William S. Gray in his book, "History and Philosophy of Reading Instructions" has defined reading thus - "Reading is the process of recognizing printed and written symbols, involving such habits as accuracy in recognizing the words that make up a passage, span of recognition, rate at which words and phrases are recognized, rhythmical progress of perception along the lines and accurate return sweep of the eye from the end of one line to the beginning of the next."

It means reading involves the recognition of the important elements of meaning and their relationship that contribute to accuracy and thoroughness in comprehension. It is more than seeing words or pronouncing them or recognizing their meaning in isolation. It requires one to think, feel and imagine. It is an



activity which involves the interpretation of ideas symbolized by written or printed language.



### 10.1.1 The Importance of Reading

Francis Bacon, known as the father of English essays rightly remarked, "Reading makes a man perfect". Reading is one of most important skills to be learnt and developed for second language learners for the following reasons :

1. Reading is needed to learn not only a language but any type of knowledge also.  
Where there is little reading there is little learning.
2. Only by reading can the pupils acquire the speed and skills needed in real life situations after leaving school.
3. Further education depends upon the quantity and quality of reading.
4. In the world of today one cannot be unaware of the explosion of knowledge, the acquisition of which depends to a large extent on reading.
5. We live in an age when the world has become a global village. The world is fast shrinking in space and time. Now no country lives in isolation. For co-existence

and progress, it is necessary to understand the lives and culture of one another which can be done by reading the literature of the people concerned.

6. Reading increases our general knowledge and widens our mental horizon.
7. In our day-today life we need to read notices, articles, catalogues, reports, bills, directions, bus and train timetables, place names, street signs, business letters, newspapers, magazines etc, the understanding of which depends on our ability to read with speed and comprehension.
8. Scholars, scientists, engineers, economists and others who are engaged in nation building activities, have to equip themselves with a thorough knowledge of English in order to enrich their own literature with their contributions. It is all because English serves as the most useful library language in higher education and is our most significant window on the world.

Inaugurating a conference in New Delhi in 1961, Pandit Nehru observed- "All regional languages must be developed and promoted. But that does not mean that English should be discarded. If we do so, It is like closing the window on the world of technology..... Foreign languages serve as window on it, and to suppose that translations could take their place is a mistake. It is no use getting into an intellectual prison after achieving political freedom." This shows that both Pandit Nehru and the Education commission laid great emphasis on the skill of reading.

### 10.1.2 Reading Skills

**Oral Reading-** Oral reading means reading aloud. In the early stages children are taught the mechanics of reading. (the sounds of a language that are significant for meaning, the force with which syllables are said, the rise and fall in pitch level, words forming sense groups that are said at one go without a pause). It is necessary to ensure that the pupil correctly associate the spoken word with the printed symbols. Its obvious use is that it provides practice in good speech to the learners and affords the teacher an opportunity to find out whether the student is reading with correct pronunciation or not.

In addition to pronunciation, oral reading helps the child in :

- (a) recognising quickly the oral counter parts of the printed symbols.
- (b) recognizing meaningful units.
- (c) becoming better readers ultimately because oral reading is a stepping stone to success in silent reading.
- (d) becoming better speakers.

**Silent Reading :** Along with the ability to read aloud, students should be introduced to the skill of silent reading. Reading in actual life is mostly silent reading. The purpose of silent reading is to enable the learners to comprehend the

meaning of what they read with speed. The speed in silent reading is more than in reading aloud, as here students have not to concentrate on pronunciation. The teacher should ensure that the students don't move their lips when they read silently. It retards the speed of reading. After the students have read a passage silently, appropriate questions should be put to them to test their comprehension. In short it can be said that-

- (i) Silent reading is a complex set of skills.
- (ii) It is more than recognizing and understanding isolated words. It requires one to think, feel and imagine.
- (iii) While one reads silently, his eyes do not sweep across the line of print smoothly and steadily but move in jerks from one point to another.
- (iv) The defects at the physical level can be remedied by repeated instruction and careful supervision.
- (v) Silent reading helps to consolidate different skills acquired in that language eg. vocabulary, spelling, pronunciation, meaning, structure, punctuation etc.
- (vi) The earlier we train our learners to read silently, the better it is. As soon as the learners gain some background of the basic structure of the languages, we should start giving them practice in silent reading.

**Intensive Reading:** Intensive reading means a detailed study of the text. At the school level students are supposed to study the text books in detail. Its main purpose is to provide practice with sentences of a newly introduced pattern. In this type of reading the student masters at the productive level all the new vocabulary items and grammatical item. He also understands in detail the ideas expressed in the text under study.

Training in exact reading should go on throughout the language programme. Such reading sessions lay the foundation for scientific and technical studies. In the beginning the amount of such reading completed by a class may be small which the teacher should not bother about as long as the students understood exactly and fully what they are reading. The purpose is not to develop speed or ease of reading but to help students understand each and every detail precisely.

While teaching a text for developing intensive reading skills, the teacher asks the students carefully chosen questions to know whether the students have comprehended the reading materials. Thus the students read the passage/text again and again to understand it.

**Extensive Reading:** In practical life a person does not read intensively i.e. paying close attention to every detail, unless he has a special reason for it. Unlike intensive reading, the main purpose here is not to concentrate on study of the

language but to concentrate on subject matter. So extensive reading means a non-detailed study of the text or book. It is this type of reading that a student or an adult needs in his day to day life like reading a newspaper, an article, a fiction or a non-fiction etc. It is not necessary to read these things in minute details. All that a person is concerned with is to know the main points. So extensive reading aims at training in "reading for information". Supplementary reader prescribed in school syllabus is meant for extensive reading.

Both extensive and intensive readings are important. Intensive reading enriches the students command of language and extensive reading further reinforces it.

The chief differences in teaching intensive and extensive reading are:

- (1) In intensive reading there is model reading by the teacher and reading aloud by the students. In extensive reading, neither model reading by the teacher nor reading aloud by the students is done.
- (2) In intensive reading the meaning of new words is explained but it is generally not done in extensive reading. Students can give the meaning from the context or they have already learnt these words in intensive reading.
- (3) No grammatical work is done in extensive reading.

## **Materials for teaching reading**

Materials for teaching reading depend upon the purpose of reading. In general plain texts and simple reference books are suitable for the learners. Besides course textbooks, simplified classics can also be used as material for teaching reading to the students. It is also desirable to have a good numbers of books with an Indian cultural background. According to the purpose of reading, students need following types of material.

**Study reading (slow reading)** - This require deep comprehension to get facts and ideas to fix them in the mind and therefore the reading speed should be slow. It can be called intensive reading. Textbooks, reference books are used for this purpose.

**Light reading or average reading-** Is done for pleasure, appreciation of the beauty of the language, style. Novels, Magazines, Newspapers etc. are used for this.

**Fast reading or skimming** is done to get the highlights, to find the parts of a book, an article or a list containing information we need. We don't study the material thorough. We leave out unwanted chunks. For example we skim when we turn over the pages of newspaper. Reference book, school books, newspapers, magazines, parts of stories or novels etc. are used for this.

Besides the above said materials we can use other types of materials like- wrappers, visiting cards, wedding, new year and birthday cards, railway, bus time tables, advertisements, information given on cartons etc. for teaching reading to the students.

## 10.2 Writing

### 1.2.1 Mechanics of Writing

Writing is by far the most difficult of all the language skills. What makes it so much more difficult than speaking is the distance in time and space between the writer and the reader. A speaker can often get away with vague, incorrect and incomplete utterances because he and the listener physically share the context. Face to face contact also helps on spot any difficulty his listeners may have in understanding his message and he adjusts his speech accordingly.

A writer has to depend almost entirely on written words to convey his meaning. He has to anticipate any difficulty the potential reader(s) may have in decoding his message and write accordingly.

Writing bears the same relationship to reading as speaking does to listening however, Just as speaking differ from listening in that it necessitates the articulation of sounds, writing demands the production of orthographic symbols, not just the interpretation of the message.

The first stage in the writing process is basic to learn to control of the graphic symbols that represent the sounds of the language. The acquisition of certain mechanical abilities forms the first stage. This includes the ability to write words, phrases and sentences, leaving spaces between words, starting sentences



with a capital letter and ending them with a mark of punctuation. Once students have mastered these conventions of writing, they can be taught to write connected prose: developing sequence of sentences that form paragraphs and arrange these paragraphs into a unified whole. The rhetorical conventions of compositions (rules of punctuation, paragraphing and the logic of organization) seem to be related to the specific culture of which the language is a part. However, the concepts of unity (organizing paragraphs around the topic) and coherence (arranging ideas in a logical order) are the two cardinal principles that are stressed in all written compositions. After the initial stages of composition work, the students need a good deal of practice in different kinds of writing (narrative, descriptive, expository) with different purposes (depending on who the intended reader is and why one is addressing him).

Writing needs to be much more precise than speaking. When we speak, we hesitate and sometimes change the construction half way through, but a piece of writing has to follow rigid conventions with regard to language and form.

There is problem of spelling also. English spelling is notoriously difficult for speaker of the other languages.

When teaching writing, a teacher needs to pay attention on all the above said topics and other areas of mechanics of writing.

### 10.2.2 Spelling

Learners of English find difficulty to read it, especially in the early stages. It is because the lack of correlation between English spelling and English pronunciation. The two are often not on speaking terms with each other.

English spelling system is irrational and illogical. Letters are not pronounced in some words, but they are written and that's why learners get confused for eg. walk, night, could etc.

To solve the problem, the teacher of English has to create in his students a general consciousness of the relationship of sound to spelling. The teacher may adopt the following measures to make his students learn to spell words correctly.

1. **Rules:** The teacher may tell the students some rules about the spellings.
  - a. A word ending in silent-e generally drops the-e before a suffix beginning with a vowel letter but it retains the-e before a suffix beginning with a consonant letter.

**Examples :**

<b>drop-e</b>	<b>retain-e</b>
admire- admiration	arrange-arrangement
arrange - arranging	like - likeness
imagine - imaginary	force - forceful
fame - famous	move - movement

b. Write 'i' before 'e' except after 'c'

believe, relieve, receive etc.

c. When -ful is used as a suffix, its spelling is ful. eg. - beautiful, careful, faithful etc. But fully is spelt with 'll'.

The teacher should also tell the learners all the rules related with forming plural number of nouns.

2. **Dictation:** It provides students enough practice in spelling. It is a technique that enables the teacher to know what words learners misspelt and thus giving them practice to write these words correctly.
3. **Looking up the dictionary :** Learners should be encouraged to look up the dictionary. This way they can learn not only the spelling but meaning of the word and other related things also.
4. **Preparing a spelling book :** Each student should have a spelling book containing the difficult words to spell.
5. **List of words often misspelt :** A list of such words should be there in the classroom, so that the students can see them again and again in their free time. This list of words can be replaced weekly, for eg. words with silent letters.

6. **Spelling games:** There are a number of games which may be usefully employed to learn spelling. For eg. - word building game, completion game, memory game etc.)

Memory game - The teacher writes 5 to 10 words on the blackboard wipe it and then asks the learners to write the words from memory.

7. **Forming associations:** One of the best ways of remembering spellings is to form certain associations.

### 10.2.3 Punctuation

Marks of punctuation lend clarity to our writing. Without them we might even misunderstand the meaning of the writer. The following punctuation marks are used in writing.

- (1) Full stop (.)
- (2) Mark of interrogation (?)
- (3) Mark of exclamation (!)
- (4) Comma (,)
- (5) Semicolon (;)
- (6) Colon (:)
- (7) Apostrophe (")

(8) Quotation Marks (".....")

(9) Dash (-)

(10) Hyphen (-)

1. **The full stop (.)** : We use a full stop to close a statement or a command :

**Example** (i) We gave our camera for repairs. (statement)

(ii) Do not press this button. (command)

2. The mark of interrogation (?) - The mark of interrogation is placed at the end of a question.

**Examples** Who is there?

Is anybody absent?

You came late, didn't you?

3. The mark of exclamation (!) This mark is placed at the end of an exclamatory sentence, that is a statement which expresses some sudden or strong emotion :

**Example** What a great effort!

Help!

Alas! he failed.

4. The comma (,) - The comma is the shortest pause. It should be used whenever we think we need a pause. Let's study the following points.

(a) The comma is used to separate words.

Example (i) Ajay, Meena, Arif and Suman are going on a picnic.

(ii) The trains on this route are fast, comfortable and punctual

(b) Comma is used to separate long phrases and clauses in series :

Gandhi-ji was respected by all kinds of people, rich and poor, young and old, high and low.

5. The Semicolon (;) The semicolon is used between independent clauses not connected by a connector :

Preeti is quiet and hard working; Kanika is noisy and active.

6. The colon (:) The colon is used to introduce a list.

**Example :** The leader said that we should have three qualities :

courage, strength and sincerity.

7. Quotation marks or inverted comma as (".....")

(i) Quotation marks are used to set off the actual words used by a speaker

:

Eg. Mr. Khanna said, "I am looking for a fully furnished four- room flat."

(ii) Quotation marks are used to indicate the titles of books, films, plays, songs, stories, works of arts and radio and TV programme titles.

### Task

**Punctuate the following using capital letters where necessary:**

1. what about going to the cinema this evening rajiv that's a good idea are there any good films on oh yes at least theres a good one at the metro oh no ive seen that one three times.
2. the next day would be the holi the children were very excited especially ankit neha and rahul they wanted to soak one another with coloured water what time will you get up tomorrow asked ankit six o'clock said neha i want to help mother in the kitchen before i go out to play holi.
3. two local pilots sudarshan saini and javed aslam were helping to look for the missing airliner they wondered where the airliner had suddenly disappeared have you ever seen anything like this said saini never replied the other.
4. bindu works in a food processing factory indu has just finished her studies and is looking for a job both of them are sweet and accomplished talking to

them is a great experience they are however very busy and can hardly afford a free evening.

5. the teacher went through the composition shook her head in dismay and said I don't understand how a single person can make so many mistakes it wasn't a single person madam said abhinav proudly father also helped me in writing this essay.

#### **10.2.4 Indenting**

The word paragraph comes from two Greek words. Para means 'beside' and 'graphing' means to write. For centuries it was a mark like this '¶' written in the margin of a manuscript, to show where a new thought was to begin.

The signal we now use to indicate the beginning of a paragraph is **indention** that is, beginning a little in from the left.

Paragraph indention is really a form of punctuation with each indention at the left hand margin we say to the reader, "A new thought begins here. With each break at the right hand margin we say, "this ends the discussion of this; get ready for the next."

A paragraph, to be effective must deal with one central thought. It must include details that support this central thought logically as well as forcefully.



There are five steps to follow in writing a paragraph composition. These steps also apply to writing a paragraph in a longer composition.

1. Make an inventory of your ideas and information - As thoughts on your topic come to mind, write them down. This process, the inventory of materials, is fundamental. Think about the related items again and again and include them in your inventory. This way, now you have collection of ideas with the help of which you can write down.

2. Select from your inventory the items that are closely related. Use only these in your paragraph.

If we study our inventory of words and phrases, we find that some items group themselves together naturally. They can be used to write a paragraph.

3. Write a topic sentence that expresses the central thought of your paragraph.

One should choose a topic then because we have an idea about it or a strong feeling to express. State the central thought of the paragraph in a topic sentence. This sentence names the topic and expresses our attitude toward it.

The central thought is the ideas or impression or belief or feeling one wants to express. The topic sentence usually appears in the beginning.

4. Keep to the central thought as you write.

5. Arrange your ideas in the best order.

A paragraph must be more than simply a collection of sentences that support the central thought. The sentences must cohere, or stick together. The development of the central thought must progress logically from the first sentence to the last.

There are two ways to make sure that your paragraphs are coherent.

1. Arrange your ideas in a logical order.

2. Use linking words and phrases that guide your reader from point to point.

(1) The most logical arrangement of ideas for a paragraph will depend on the nature of the subject. There are however, two arrangements that one finds frequently useful.

(a) Time order- In telling a story or describing an event we usually want to present our details in time order.

(b) Climatic order - Sometimes we can best obtain the effect we want by building our details up to a climax. We put the most important, most exciting or most startling details at the end.

(2) Using linking words and phrases

Another way to strengthen the coherence of a paragraph is to use linking words and phrases that guide the reader from point to point. Following three types of linking devices can be used for this -

- (a) Repeat a key word in the preceding sentence.
- (b) Use a pronoun that refers to a person, place, or thing in the preceding sentence
- (c) Use connectives
  - To show time relations- soon, meanwhile, on the following morning etc.
  - To show space relations - on the lawn, to the right of the tree etc.
  - To show thought relation - in fact, however, moreover, therefore etc.

### **Task**

Write a unified, coherent paragraph on one of the following topics.

1. A family Tradition
2. I prefer villages to cities

### 10.2.5 Quotation Marks:

Quotation marks or inverted commas (" ") are used to enclose the exact words of a speaker or a quotation. If a quotation consists of several sentences, the quotation marks are placed at the beginning and at the end of the entire quotation.

Example- "Give me a list of the book", said the student to the librarian.

□ If a quotation occurs within a quotation, it is marked by single inverted commas. He replied, "The Principal said to me, 'no report has reached.'

□ No quotation marks are used with an indirect quotation.

The teacher asked us how many of us had completed the task.

□ Quotation marks are used to enclose quoted titles of stories, poems, chapters and in newspaper style.

□ Quotation marks are used to enclose words used in a special sense or story expressions in formal writing.

Example - The "big shots" are responsible for the present situation.

□ Quotation marks are used to enclose the definitions or meanings of words spoken of as words.

□ Commas and full stops are always placed inside quotation marks.

### 10.2.6 Use of Parenthesis (...)

Parentheses are used to enclosed material that is supplementary, explanatory or interpretative. Marks of parenthesis are used to indicate the most distant parenthetical relation.

**Example** - A gentleman from Carolina (where challenges are taken in one's stride) gladly explains the situation, and underhill finally and in great trepidation accepts, - Alexander cowie, the Rise of the American Novel.

If other marks of punctuation like the comma, the semicolon and the full stop are necessary with parenthesis, it is customary to place them after the second parenthesis.

**Example** - He assumed that the child was joking (although that was something he never did himself).

Parenthesis must not be used to cancel or cross out words that the writer Intends to leave out.

### 10.2.7 Use of Abbreviations

Generally we avoid using abbreviations in ordinary writing, but there are certain standard exceptions, where abbreviations are used.

In ordinary writing, the following abbreviations are customary and appropriate.

- (i) First few letters eg Adjectives as Adj.  
Examination as Exam.
- (ii) First few + last letter.  
eg. Engineer as Engr, Associations as Assn.
- (iii) First + last letter  
eg. Dr, Tr for doctor, teacher (don't put dot at the end)
- (iv) Omitting all/most of the vowels.  
eg learner as lnr.  
development as dvlmnt
- (v) Re-tuning only prominent letters  
eg Trademark as TM.
- (vi) Common symbols i.e.(that is), e.g.(exempligratia), +ve (positive),  
-ve (negative), = (is equal to), > (greater than), < (smaller than).
- (vii) Common abbreviations  
sc. (For science) Mr, Mrs. govt.
- (viii) First letter of the word.  
e.g. U.P., M.P., U.N.O. etc.
- (ix) Names of government agencies and certain other well known organizations -  
BHEL, NATO, UNICEF, UNESCO, IAS etc.

The following are usually written out, although in footnotes, bibliographies, tabulations and addresses they may be abbreviated to conserve space.

1. Name of countries and state: India not In. Canada not Can.

2. Names of the months and days of week: January not, Jan, Wednesday not Wed.
3. Christian names: Charles not Chas, Robert not Robt.
4. Names of college courses, titles of professors : library not libe; professor not prof; political science not polly sci. (but these words are frequently abbreviated in campus conversation.)
5. These words are not used in abbreviated forms : number, volume, chapter, page, and (not &) street, avenue, company, mountain, christian.

**Example - undesirable**

1. I'm looking forward to Xmas vacation next Dec.
2. I hope to be a prof. of home Sc. same day.

**Better**

1. I'm looking forward to Christmas vacation next December.
2. I hope to be a professor of home science some day.

### **10.2.8 Capital Letters**

In English letters of alphabet are written in two ways- capital letters and small letters. Generally words are written beginning with capital letters. One of

the best rule of capitalization for the student to use is, "Don't capitalise without some definite reason. Don't over capitalize".

In general, the conventions of strictly formal writing require the capitalization of a number of words not capitalized in informal or journalistic writing.

- Capitalise the first word of every sentence, of a group of words understood as sentence, of a direct quotation within a sentence even if quotation marks are not used, and of a line of poetry.

**Examples :**

1. The primary source of material for writing is experience.
  2. Are you criticising me?
  3. Coffee? Not now. Later, perhaps.
  4. He replied, "It was a dark night."
  5. God's in his Heaven - All is right with the world
- Main words in the titles of a book, a story, an essay or a student paper are capitalized.
  - Proper nouns and Adjectives are capitalized.

Names of persons and places - Texas, Ramesh, Bhopal



Names of races and languages - English, Indian

Name of organisations - Masons, Red Cross

Religious terms - Bible, the Almighty, Hinduism, Catholic

Days of the week and months - Monday, March, June

- Any title used preceding a name or as a substitute for the name is capitalised.

Professor Bentley, the President, Queen Victoria, King Vikramaditya

- Common Nouns are not capitalized unless they are used in the proper sense.

- (i) The words North, East, South, West, North-East, Middle West are capitalised to refer to geographical divisions but not capitalised when they refer to direction.

**Example -** She is from the South.

He went south for the winter.

- (ii) Capitalise the words college, university, high school etc. only when they are part of some name, but not when they are used as common nouns.

**Example -** She is studying at the University of Georgia.

He is studying at Vikram University.

She is now president of a university.

The names of studies when they don't refer to specific courses, are not capitalised as geology, history, home science, law, forestry, engineering etc., However the names of races and languages are always capitalised as Indian songs, Italian leather, English literature, French history etc.

- (iii) The words denoting family relationships as mother, father, brother, sister, uncle etc. are capitalised only when these words stand for name of some individual. When these words are preceded by a possessive (my, your etc.) they are common nouns and thus not capitalised.

**Example -** I know Mother would object.

I know my mother would never object.

#### **10.2.9 Letter Writing: Correct form of address in letters and application**

##### **A. Classification of letters**

Letters may be classified as follows :

##### **1. Personal letters**

Personal letters are informal letter written to friends, relatives and acquaintances.

##### **2. Business and formal letters**

Those written to firms, newspapers, principals of educational institutions, professional men, officials and to people not personally known are formal

letters. As these letters are impersonal, the language used is courteous, simple and clear. They should be dignified, short and to the point.

### 3. Social letters and notes of invitation

These letters can be personal or official depending on the person they are addressed to or the occasion on which they are written. These letters include invitations, letters of condolence or congratulations, letters of thanks, etc.

## B. Form or format of a letter

A letter generally has seven parts. These parts can be placed in various positions on the page. The most popular format these days is the one illustrated on the following page. This is the format adopted in this book.

### 1. The address

The position of the writer's address in a letter is at the top hand corner of the page.

### 2. The date

The date should be written in full above the salutation; example, November 15, 2006 or 15 November, 2006. It could also be put as November 15, or 15<sup>th</sup> November, 2006. (Don't write the name of the month in short; for example, don't write November as Nov.)

### 3. The salutation

In the letter given here, Dear Ritika is the salutation. The form of salutation varies from person to person depending on the degree of intimacy with the person addressed.

(a) To members of the family - My dear Father, Dear Father, etc.

(b) To friends - Dear Sanjay, Mr dear Monica, etc. :

(c) To businessmen - Dear Sir, Dear Sirs, etc. ;

(d) To officials - Sir or Madam

The salutation is written on the left-hand side of the page below date.

#### 4. The body

This is the main part of the letter. It should be divided into paragraphs according to the subject-matter and should be written in clear and simple language. It includes an introduction, which gives the reason for the letter, the main information and a conclusion, which contains a polite wish.

#### 5. The subscription

It is written to the left below the body of the letter, it is a courteous leave taking before the letter is ended. It must correspond to the salutation.

(a) To relatives - Yours affectionately

Or

Your affectionate son/brother/sister

(b) To friends - Yours sincerely

Or

Your sincere friend

(c) To strangers - Yours faithfully

Businessmen or officials

(d) To newspapers - Yours truly

## 6. The signature

The writer should put his name or signature (with designation in business and official letters) below the subscription.

### Example

Vidya Sadan

1. The address

10, Haily Road

New Delhi-110001

January 15, 2012

2. The date

Dear Ritika

3. The salutation

It is long since you called

on me .....

.....

4. The body

.....

.....

Yours sincerely

5. The subscription

Signature

6. Signature of the writer

Address of the person to

whom the letter is

addressed to be placed on

7. The superscription

the envelop

### Task

1. Write a letter to your friend inviting her to spend the summer vacation with you.
2. Write a letter to the editor of local news paper complaining against the noise pollution in your locality.

### 10.2.10 Dictation

There are psychological differences in learning the mother tongue and a foreign language. The learners in our country have a limited choice of learning English in written form. In the classroom he acquires the passive skill-ability to understand the spoken word. Dictation is an active skill ability to write legibly and correctly what a learner hears. Thus the aim of dictation is to provide-

- a. practice in aural comprehension - the learner's attention is concentrated on sound;
- b. practice in reproducing spoken language in the written form - this is very important for our students because the script of mother tongue of the learner is different from that of the script of target language.
- c. practice in spelling and punctuation.
- d. reinforcement of structures and vocabulary items already learnt.
- e. dictation serves as a first step to note taking.

While giving dictation to the learners, the teacher should avoid the bad/faulty ways like reading too fast or too slow, ignoring punctuation and sense groups etc. All the words must be pronounced naturally and the attention of the learners should be drawn to punctuation in the first reading. There should be three readings of the dictation exercise. The final reading should be at normal speed with pause of full stops. The learner should be provided some time between second and third reading so that they can revise what they had already written.

### **10.2.11 Essay Writing**

An essay is a systematic exposition of a subject. It consists of a number of paragraphs designed and developed sequentially on the given subject. Arrangement of thoughts in well-connected paragraphs keeping in view the principles of unity

and proportion is of utmost importance in an essay. An essay is a piece of art and, therefore, in its final form it should appear to have been written spontaneously.

An Essay must interest its readers, and must have unity and coherence. This implies relevance, proportion and arrangement. An essay should be concise and the style should be lucid, direct and clear. It should carry the personal touch of the writer.

**Classification of essays:** Essays may be classified as narrative essays, descriptive essays, expository essays, reflective essays and imaginative essays. These kinds are, however, not mutually exclusive. For example, a descriptive essay may contain a good deal of narration and almost all essays, whatever be the kind, have to be more or less reflective in nature.

(a) Descriptive essays

A descriptive essay consists of a description of some place or thing. Here we express in words what the eye sees and the ear hears. We describe a scene, an object or a person we have met, e.g. animals, plants, towns, countries, buildings, incidents, and aspects and phenomena of nature.

(b) Narrative essays

A narrative essay consists mainly of the narration of some event or a series of events. Narrative essays cover historical stories or legends, biographies,



incidents, accidents or disasters, journeys or voyages, stories, real or imaginary.

(c) Reflective essays

A reflection is exposition of one's thoughts on some subject. This type of essay is generally of an abstract nature. It covers habits, conventions, qualities (bravery, honesty, etc.) social, political, domestic, philosophical and religious topics. In treating such themes you should try to reason and support your statements with facts and arguments.

(d) Imaginative essays

In this type of essays, the writer is supposed to place himself in an imaginary position and as such he is not conditioned by any physical or material factors. This type covers wishes- e.g. 'If I were the Principal', or 'The autobiography of a Desk'.

(e) Expository essays

An expository essay consists of an exposition or explanation of some subject,

e.g. : (a) industries, institutions, occupations;

(b) scientific topics (gravitation, space travel);

(c) literary topics (Modern fiction, nature of Keats's poetry)

### **Some practical hints on essay writing**

- (1) The subject of your essay should be clearly defined in your mind.
- (2) All the points relating to the subject that arise in your mind should be noted on a piece of paper.
- (3) These points are classified and organized into groups under suitable headings; irrelevant points are rejected.
- (4) These selected points are organized in an outline, and the thoughts are arranged in a logical order.
- (5) The essay should consist of introduction (which should be arresting), body and conclusion. Remember, an essay should be a methodical treatment of a subject and not a jumble in which anything can be put anywhere.
- (6) The essay should be divided into paragraphs. Each paragraph should deal with one idea and should consist of sentences which are closely related to one another.
- (7) Write in a simple, concise, clear direct and natural style.

## Exercises Unit X

Name of the Student : .....

Registration No. : .....

**Signature of the Valuer**

Name & Address : .....

.....

Q. 1 What is Intensive reading?

Ans. ....

Q. 2 What are the aims of Teaching word spellings?

Ans. ....

Q. 3 Punctuate the following using capital letters where necessary :

what about going to the cinema this evening rajiv that's a good idea are there any good film on oh yes at least theres a good one at the metro oh ive seen that one three times.

Ans. ....

Q. 4 Write an essay on the following topic.

The choice of my profession

Ans. ....

Q. 5 What are the aims of giving dictation to the students?

Ans. ....

### **Assignments to be submitted in DIETs**

- 1** Submit on single sided ruled or plain paper solution to any five long answer type questions given as exercises from unit I to X.
- 2** Submit on single sided ruled or plain paper a descriptive essay on any topic of your choice.
- 3** Submit four lesson plans in the following areas: prose, poetry, composition and grammar.
- 4** Submit along with the lesson plans appropriate TLM: charts, flashcard, model etc.
- 5** Submit three OHP transparencies or one power point presentation as TLM for the lesson plans.